



BEVERLY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2013-2015

Hannah Elementary School

Signature Page

Principal Susan Snyder _____ Date _____

Parents James Cullen _____

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Hannah School Mission Statement

The Hannah Elementary School strives to meet the individual needs of its students by encouraging them to become life-long learners. The students, staff, and families work collaboratively to promote academic excellence by using programs and curricula that are current and research-based. By fostering emotional, social, physical, and intellectual growth, we will create an atmosphere of respect for each member of our school.

Hannah School-Wide Rules

Take care of our school.
Be safe and take care of yourself.
Be respectful and kind
Try your best and make good choices.

Hannah School Motto

Be kind.
Be responsible.
Be the best you can be.
The choice is yours.

Our school mission statement, motto, and rules in a wordle format:

Executive Summary 2011-2013

District-wide Goal: To provide engaging and equitable opportunities to enhance and sustain learning

School Council Goal: To make AYP by achieving the improvement target.

To increase the percentage of fourth and fifth graders who attain an SGP of 40 or above by 5%

Massachusetts accountability ratings have evolved from AYP (adequate yearly progress) measure to PPI (progress and performance index). With this change, comes additional information about school performance. Specifically, the focus has shifted to closing the achievement gap between the High Needs subgroup and the aggregate. Hannah School has both a High Needs subgroup and a Low Income subgroup. Since the PPI formula includes weighted indicators from the past 4 years, it can be difficult to recognize gains without delving deeper into the reports. For example, in 2013, the PPI score in the aggregate was 78, while the High Needs score was 54 and the Low Income score was 61. The overall rating showed that the gap narrowing goal had not been met, yet the scores for the subgroups were significantly higher than in 2011 and 2012. Upon further review, it becomes clear that within both the Low Income and the High Needs subgroups, the % of students scoring in the Advanced range increased by more than 10% in both ELA and Math, and the % of students scoring in the Warning category decreased by more than 10% in both ELA and Math. Individual student growth is an important measure to consider. The SGP scores indicate that our students are learning well compared to peers that scored in the same range previously. There was an increase in Student Growth Percentiles (SGP) in all groups in both ELA and Math. In the aggregate, the median SGP for ELA increased from 52 to 60. In the High Needs subgroup, the median SGP for ELA increased from 36 to 49. Math SGP's showed an even greater level of improvement. In the aggregate, the median SGP for Math increased from 62 to 71. The median SGP for the High Needs group in math increased from 34 to 57. When counting the actual number of students who had SGP's of 40 or above, we found that most students in this category had SGP's that were even higher than the target range of 40-60. In 2011, we reported 60% of our students had SGP's above 40. In 2013, 75% of students had SGP's above 40 in Math, and 64% of students had SGP's above 40 in ELA, exceeding our goal in Math, and essentially meeting the goal in ELA.

Student Growth Percentiles 2013			
	Math SGP below 40	Math SGP 40-60	Math SGP 60+
# Grade 4	12	3	36
# Grade 5	13	8	28
%	25%	11%	64%
	ELA SGP below 40	ELA SGP 40-60	ELA SGP 60+
# Grade 4	20	7	24
# Grade 5	16	6	27
%	36%	13%	51%

Another measure of progress during this period is the number of 4th graders who achieved a score of 14 or above on the long composition portion of the ELA MCAS test. After analyzing results in the last school improvement cycle, it became clear to us that a score of 14 or above positively correlated with Proficient or Advanced scores on the ELA test. In 2011, 42% of our 4th graders had scores of 14 or more. In 2013, 63% of our 4th graders scored 14 or above on the long composition. We believe this improvement is a result of increased attention to writing instruction at all grade levels. Teachers use the Six Traits of Writing instructional strategies in all classrooms. Last Spring, the school based Literacy Team focused on analyzing student writing and putting together Writing Brochures at each grade level to reflect new Common Core Standards for writing and the adoption of Six Traits methodology at all levels. These brochures include grade level skills taught, the three kinds of writing expected: narrative, expository, and persuasive, and also samples of student writing. These brochures show the continuity of the K-5 pathway for writing instruction and give parents information about important grade level skills in writing.

When considering student performance in Math, we look at trimester assessments and MCAS scores. We were very pleased with student performance on MCAS in 2013. In 5th grade, 76% of students scored Proficient or Advanced, with an impressive 41% of 5th graders scoring Advanced. 67% of 4th graders scored Proficient or Advanced, an increase of 8% over 2012 scores. 3rd grade Math scores remained about the same. It is of note that in all grades, 21% of Low Income students scored Advanced in Math as compared with only 8% in 2012.

The integration of technology continues to be a focus at Hannah. Classroom teachers use Smartboard technology on a daily basis to deliver instruction in reading and math. Many use the Smartboards for classroom management and daily routines such as the morning message and an electronic workboard so students know where their group is expected to be during small group instructional times. Our core reading program, Reading Street has many functions that teachers utilize including whole class instructional resources for selected text, vocabulary, and background content information. Students in upper elementary grades take their weekly or unit tests online on the Reading Street website. This allows teachers instant access to their results and keeps a record of student progress. In math, teachers use the Everyday Math journal pages on the Smartboard to help students review. Many teachers have made their own lessons introducing math concepts with Smartboard's Notebook software, which is interactive and engaging. Classroom computers are used to reinforce skills with programs such as Lexia, Symphony Math, Reading Street, and Everyday Math. Classroom teachers use the DIBELS website to keep track of student data and reading progress.

District-wide Goal: Provide engaging and equitable opportunities to enhance and sustain learning.

School Council Goal: To further develop the sense of community within each classroom and around the school to maximize learning and minimize disruptions.

Hannah teachers, staff, and families have worked hard to build a strong sense of community of which we are proud. We have a supportive PTO organization and teachers who value relationships with students, colleagues, and families. All Hannah classroom and specialist teachers have been trained in the use of Responsive Classroom strategies, specifically in the weeklong RC class. This professional development has been a collaborative effort between the elementary school principals, elementary teachers, and the Northeast Foundation for Children, who administer Responsive Classroom workshops and support. It has been possible with funds acquired by the district in the form of grants that were written by the Assistant Superintendent and the Director of Child Welfare. We have found the unified approach that such PD brings to be a key factor in success. Children feel welcome at school and a sense of belonging to the group has been fostered in many ways. Responsive Classroom strategies that are implemented on a school-wide basis include: classroom rule creation, school-wide rule creation, logical consequences, positive teacher language to reinforce, remind, and redirect when necessary take place using developmentally appropriate strategies for each grade level. We have developed a set of school-wide routines for common areas such as lunchroom, recess, walking in hallways, and bathrooms. Teachers explicitly teach these routines so students know how to be successful in school. These routines are taught early on and reinforced throughout the year. Because our specialist teachers use similar strategies, there is a feeling of unity of purpose and clear expectations across settings. We continue to have school-wide Monday morning Meetings each week where we meet together for some fun and to set the tone for learning. Student birthdays are recognized each week as well as other important events that come up during the year. Beginning in January, each classroom has the opportunity to host the school-wide meeting and choose the greeting and activity. Students look forward to this opportunity to be in the spotlight and have developed a comfort level speaking in front of the school community. Research has shown that students who feel connected to their school perform better academically and have fewer behavioral issues. With a current trend towards an increase in emotional difficulties in schools, it is important to be sure that our school community is a safe and happy place for learning.

In addition to school-wide implementation of Responsive Classroom strategies, we have established a vertical team of teachers to drive some of our actions in Responsive Classroom implementation and anti-bullying education and practices. This RC/Olweus vertical team met monthly during the 2012-2013 school year to discuss issues and practices. The team reviewed the results of bullying surveys that were administered to 4th and 5th graders in the spring of 2012 and 2013. We found that 8 out of 10 students did not feel they had experienced recent bullying. The majority of students seem to see school leaders and adults as those doing the most to stop the bullying. It was also encouraging to note that 85 % of students reported feeling “sad/bad” when they witnesses someone being bullied and felt that they “wanted to help.” This seems to reflect the work that has been done in classrooms to inform students

about bullying and the importance of reporting incidents to adults. The fact that so many students responded that they wanted to help a target is further evidence that the goals set forth by the anti-bullying initiative are within our reach.

We feel the positive results are a result of using Second Step and Steps to Respect programs for explicit instruction about managing emotions and bullying roles. Students learn to identify the role of the bully, the bystander, the target, and the witness. Research tells us that students who have formed strong friendships and relationships with adults are less likely to bully or be bullied. That being said, we have made sure that students know that it is their job to report any bullying they are aware of even if it does not directly involve them. We process these reports along with reports of any other type of harassment through our school-based equity coordinator. In the past 2 years, we have seen a decrease in the number of substantiated issues that were referred to the equity coordinator.

Equity Reports					
Academic Year	# of Referrals	Substantiated	Not Substantiated	Students referred to District Equity Coordinator	Students requesting Peer Meeting
2010-2011	24	14	10	3	2
2011-2012	16	13	3	2	2
2012-2013	12	5	7	1	5
2013-2014 (as of 9-23-13)	2	1	1	2	0

Needs Assessment & Goals 2013-2015

While we at Hannah are proud of student achievement levels and what we believe to be a challenging and joyful school environment, we recognize that our work is never done. We are setting new goals related to both increased student achievement and increased engagement in our school community.

We begin a partnership with the Bay State Reading Institute (BSRI) in the 2012-2013 school year. Our two main goals with this partnership are to develop the necessary skills and structures to accelerate the learning of our capable readers and help narrow the achievement gap by increasing scores for our 'high needs' students. The 'high needs' group at Hannah by DESE definition would include our special education and low income populations. These goals will be accomplished through careful scheduling and planning, professional development, and the possible adjustment of some teaching strategies. Common Core Standards require some shifts in thinking about how we help students engage with text and discuss the content of what they are reading. This summer 95% of our classroom teachers as well as some support teachers participated in at least a portion of the BSRI summer institute. To date, our new reading coach, our reading specialist, and learning center teacher have participated in trainings on Project Read, Lively Letters, Keys to Literacy Comprehension routines, and Vocabulary development. Additionally, we plan to send all 3rd, 4th, and 5th grade teachers to the Vocabulary development workshop this fall. BSRI offers professional development on an ongoing basis for our teachers and provides coaching for the principal and reading coach so that we may deliver school-based professional development throughout the year as well. All staff are being trained in the Keys to Literacy Comprehension routines this fall by our reading coach. Additionally, the reading coach can meet with grade level teams on a regular basis and assist with any other school based training or demonstrations. Currently, she is going into classrooms and doing demonstration lessons to set up routines for partner reading and reciprocal teaching groups. Both of these strategies will help students practice their reading skills and engage them in verbal discourse and deeper conversations about the meaning of text. Such skills will be crucial as we move into the era of PARCC testing as a reflection of mastery of Common Core Standards. We will continue to successful practices of monitoring student progress using DIBELS, GRADE, and Reading Street assessments as well as analyzing data at data meetings, and providing targeted interventions to our students who struggle with reading skill development. Our reading coach also will work with paraprofessionals to provide training and guidance in their work in our classrooms. Our paraprofessionals are a key strength to our literacy programs who provide support and guidance for struggling students with patience and commitment.

Four vertical teams were established at Hannah last year. The literacy team, math team, special education team, and Responsive Classroom/Olweus school climate team met each month. Each team has members from varying grade levels and members communicate the team work to their respective grade level colleagues. The literacy team focused on writing instruction and achievement last year. Teachers met to review changes in the Common Core Standards that included the delineation of specific skills for each grade level as well as the expectation that

students at all grade levels would engage in three kinds of writing: narrative, expository, and persuasive. The team felt that the Six Traits of Writing (Ideas, Organization, Sentence Fluency, Word Choice, Voice, and Conventions) instructional strategies were a good match to these expectations. Work was done to gather information about how each grade level was delivering writing instruction. That information was shared and we came up with a vision for the K-5 pathway in writing. Student work was collected and analyzed, helping members at different grade levels understand the standards at other levels. The team developed writing brochures for each grade level that include explanations about the Six Traits of Writing, specific standards from Common Core Standards, an explanation of how instruction is delivered, and examples of student writing. The development of these brochures engaged grade level teams teachers as well and helped us all to better understand the new standards, where we could improve our instruction, and how we can better communicate these standards to parents. The brochures were given out at the fall Curriculum Night in September. As a result of this process, we recognized that some teachers needed more professional development around Six Traits instruction and using mentor texts to teach mini-lessons about the traits. This fall, we utilized the first six weeks of school to provide professional development each week at faculty meetings around the use of Six Traits of Writing strategies. We were pleased with increase in scores on 4th grade long compositions from MCAS (from 42% achieving a score of 14 or above to 63% achieving a score of 14 or above). We also saw increases in the average score for conventions on the long composition from 5.7 to 6.8 out of 8; and for topic development from 6.7 to 7.1 out of 12. However, we feel there is still room for more improvement. 68% of 4th graders scored Proficient or Advanced on the 2013 ELA MCAS, which closely correlates to the number of students who scored 14 or above on the long composition. In the next cycle, we hope to increase the percentage of 3rd and 4th graders scoring Proficient or Advanced. In 2013, 76% of 5th graders achieved a score of Proficient or Advanced on the ELA MCAS. We would like to see higher percentages of 3rd and 4th graders in those categories. In light of the likely transition the PARCC assessment, we have chosen school-based assessments as measures for our new School Improvement Plan goals rather than MCAS measures. We began using the GRADE assessment last year and hope to narrow the achievement gap by seeing increases in stanine scores on the GRADE for our 'high needs' population, while also monitoring the progress of our higher achieving students. Research tells us that a score in the 6th or 7th stanines are correlated with success on MCAS.

The math team examined assessment practices and found that an increased focus on fact fluency was necessary. Teachers in grades 2-5 focused on sharing strategies to deliver this instruction and assess student progress regularly. We felt that this attention to fact fluency along with after school tutoring clubs for math contributed to the increase in math scores on MCAS and the very high Student Growth Percentiles (median of 71 at Hannah). Grade level teams met with our district math coach to outline which lesson in the new Everyday Math program (CCSS) aligned with Common Core Standards and which could be either skipped or used as rigor for students who have mastered some material already. Teachers began to provide more small group instruction during math blocks and focused on foundational numeracy skills in class. We continued to use Symphony Math as an intervention for targeted students. Teachers also participated in professional development designed to understand the

new Standards for Mathematical Practice in Common Core that accompany the grade level standards. By identifying which lessons were important in our math program, teachers were able to teach to the standards more effectively. Two important changes involved the fact fluency focus and the decision to eliminate the instructional method of lattice for multiplication in grades 3-5. This method will no longer be taught at Hannah. We felt that it worked as a shortcut but did not help students understand the process of multiplication the way traditional and partial product algorithms do. We have purchased 14 document cameras for this school year and hope to use them for students to explain their mathematical thinking when problem solving. This is another key area of focus for us and we have put together regular open response practice materials beginning at grade 1. Students need to be able to understand mathematical procedures and also explain their thinking. We have continued to utilize the Everyday Math online resources and have provided each child with information on how to access the site at home along with his or her username and password. This enables students and parents to play skill practice games, view the algorithm explanations, access materials including an electronic version of the math book and student journal pages, and view family unit letters with explanation about how their child was taught the lesson. Teachers have used the site to develop other practice materials as well. This year, teachers will pre and post test students for each unit in grades 2-5 and provide any student who does not achieve 70% mastery on the unit test, a re-teach and the opportunity to re-take portions of the test they did not understand.

The RC/Olweus team examined self-assessment tools and a focus for both Responsive Classroom goals and anti-bullying goals. We purchased area rugs for each classroom with a grade level theme so that every classroom had an attractive and dedicated area for morning meetings. Grades K and 1 have alphabet caterpillar and alphabet book rugs, grade 2 has continent rugs, grade 3 has solar system rugs, grade 4 has U.S. map rugs and grade 5 has world map rugs. Last year, teachers focused on conducting high quality morning meetings each day using all 4 components of a Responsive Classroom morning meeting. They reflected on their practice using a self-assessment tool and calculated pre and post scores. This year, many teachers are focusing on family communication. Specifically, the Ready School Assessment process we went through helped us to identify that while we are good at providing communication about events at all levels, there were grade levels at which we could improve by providing more information on a regular basis about academics and what children are learning each week. Many teachers have set goals for themselves to increase their communication around academics and hope to provide families with questions they can ask their children about their learning.

The Ready School Assessment also brought to light the fact that we are not a particularly diverse population at Hannah. While this is a reality, there are many things we can do to prepare students for life in a more diverse society. We also found after analyzing our Equity data, that we had a small, but unfortunate number of reports that related to misunderstandings or insensitivity to individual differences. We decided to use our School-Wide Monday Morning Meetings as a platform to provide experiences related to tolerance, understanding, diversity, and respect. Each week for the first 3 month of school have focused

on these themes as they relate to the danger of bullying. We also purchased student agenda planners with information about these themes built into the weekly calendars. Information, greetings, activities, children’s literature, and vocabulary development have been the hallmarks of this work. While results of our bullying surveys the past two years have been very favorable, the few and decreasing reports still trouble us. Even one student who feels disconnected or bullied is too many. The Responsive Classroom work we do has made a huge difference in how students feel at school.

Student Growth Percentiles by Grade						
	2008	2009	2010	2011	2012	2013
Grade 4 ELA	61	57	58	59	51	55
Grade 4 Math	48	67	50	60	60.5	75
Grade 5 ELA	45	52.5	49	43.5	52	63
Grade 5 Math	33	56.5	62	56.5	66	63
Student Growth Percentiles-All Grades						
All Grades ELA	57	54	52	51	52	60
All Grades Math	41.5	60	57.5	58	62	71