



BEAL SCHOOL

2015-2017 SCHOOL IMPROVEMENT PLAN

2014-2015 SCHOOL COUNCIL MEMBERS

PARENTS	STAFF
BRIAN GEMBORYS	MELISSA BARRETT
KIMBERLY OLSEN	EMILY CHAVES
DAVID TAYLOR	JILL WENSKY
*LISA POWERS	LISA DROBINSKI
KATE STOCKWELL	

***Designates Co-Chair**

Demographics

Enrollment and Class Size Information

	2009-2010	2014-2015
Grades Served	K-1	K-1
Total School Enrollment	366	316
ENROLLMENT BY GRADE LEVEL		
Kindergarten Part Time	210	107
Kindergarten Full Time(Free + Tuition)	15+63	16+108
First Grade	78	85
Fourth Grade		

Student Information

SUBGROUPS	2009 -2010		2014 -2015	
	Number of Students	% of Population	Number of Students	% of Population
Native American	3	1%	2	1%
African American	5	1%	7	2%
Asian	82	22%	118	37%
Hispanic	17	5%	24	8%
White	242	66%	146	46%
Other/Mixed Race	17	5%	19	6%
Special Education	36	10%	32	10%
Low Income	39	11%	38	12%
English Language Learners	17	5%	22	7%

School Assessment Data

See Appendix A

Outcomes of 2013-2015 School Improvement Goals

Engage and Challenge All Learners

SCHOOL GOALS	OUTCOMES
<p>PROFESSIONAL PRACTICE BY SPRING OF 2015, 50% OF TEACHERS IN THE DISTRICT WILL SUBMIT EVIDENCE THROUGH THE EVALUATION PROCESS THAT DEMONSTRATES THE IMPLEMENTATION OF THE FOLLOWING STRATEGIES IN A SINGLE UNIT OF INSTRUCTION: ENGAGING STUDENTS IN IN-DEPTH INQUIRY, ORGANIZING TASKS AROUND A DRIVING QUESTION, ESTABLISHING A NEED TO KNOW, ENCOURAGING STUDENT VOICE AND CHOICE, INCORPORATING REVISION AND REFLECTION, AND INCLUDING A PUBLIC AUDIENCE.</p>	<p>NOT YET</p> <ul style="list-style-type: none"> • APPROXIMATELY 15% OF TEACHERS IMPLEMENTED PBL STRATEGIES • BUILDING BASED STUDY GROUPS AND/OR VERTICAL TEAMS USED THE BUCK INSTITUTE’S PBL TEXT TO EXPAND KNOWLEDGE AND DRAFT CURRICULUM RECOMMENDATIONS TO COLLEAGUES • PARTICIPATING TEACHERS PILOTED UNITS • FURTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES HAVE NOT BEEN OFFERED TO STAFF DUE TO FOCUS ON MATH PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF <i>MATH IN FOCUS</i> <p>ANTICIPATE A 3-4 YEAR PLAN IN ORDER TO GET PBL OPERATIONAL IN ALL ELEMENTARY CLASSROOMS</p>
<p>STUDENT OUTCOME 80% OF STUDENTS WHO PARTICIPATE IN THE SINGLE UNIT OF INSTRUCTION IDENTIFIED ABOVE WILL MEET THE PROFICIENT STANDARD ON END OF STUDY ASSESSMENT.</p>	<p>ADDRESSING GOAL IN 2015-2017 SCHOOL IMPROVEMENT PLAN</p>
<p>PROFESSIONAL PRACTICE DURING THE FALL 2013 TO SPRING 2015 TIME PERIOD, THE ELEMENTARY SCHOOLS WILL DEVELOP COMMON WRITING ASSIGNMENTS BY GRADE. THE DEVELOPED ASSESSMENTS WILL BE IN ALIGNMENT WITH THE 2011 MASSACHUSETTS STANDARDS (COMMON CORE) AND WILL DOCUMENT STUDENT GROWTH.</p>	<ul style="list-style-type: none"> • COMMON ASSESSMENTS HAVE BEEN DEVELOPED AT EVERY GRADE LEVEL • GRADE LEVEL EXEMPLARS WERE IDENTIFIED, AND RUBRIC TRAINING FOR STAFF WAS COMPLETED DURING SPRING PROFESSIONAL DEVELOPMENT • DURING THE 2014-2015 PROFESSIONAL DEVELOPMENT DAYS TEACHERS HAD OPPORTUNITIES TO SCORE MULTIPLE PIECES OF WORK AND ADDRESS INTERRATER RELIABILITY. • PROFESSIONAL DEVELOPMENT ON COMMON SCORING FOCUSED ON THE USE OF STUDENT DATA TO INFORM

	<p>INSTRUCTION AND PROVIDE EFFECTIVE INTERVENTION SUPPORTS</p> <ul style="list-style-type: none"> • WRITING CURRICULUM BINDERS WERE DISTRIBUTED TO ALL ELEMENTARY TEACHERS
<p>STUDENT OUTCOME BY SPRING OF 2015, 80% OF STUDENTS ACROSS ALL GRADE LEVELS WILL BE PROFICIENT IN DISTRICT COMMON WRITING ASSESSMENTS</p>	<ul style="list-style-type: none"> • THE REVISED SHREWSBURY WRITING PROJECT WAS IMPLEMENTED WITHIN THE 2014-2015 SCHOOL YEAR • BENCHMARK ASSESSMENTS HAVE BEEN DEVELOPED AND WERE ADMINISTERED THIS YEAR IN ANTICIPATION OF SUBMITTING THIS DATA • DATA COLLECTION WILL BEGIN IN THE FALL OF 2016
<p>PROFESSIONAL PRACTICE TEACHERS WILL EXPAND, DEVELOP, AND APPLY THEIR KNOWLEDGE OF DIFFERENTIATION PRACTICES IN MATHEMATICS, ENGAGING ALL STUDENTS, PROVIDING RIGOR, AND REFLECTING THE CHANGES IN THE COMMON CORE STANDARDS OF PRACTICE AS EVIDENCED BY ARTIFACT COLLECTION AND OBSERVATIONS.</p>	<ul style="list-style-type: none"> • 11 TEACHERS PILOTED <i>MATH IN FOCUS</i> DURING 2013-2014 • MATH CURRICULUM WAS FULLY IMPLEMENTED WITHIN THIS SCHOOL YEAR (<i>MATH IN FOCUS</i>) • INSTRUCTIONAL COACHES PROVIDED MATH PROFESSIONAL DEVELOPMENT TO SUPPORT FULL IMPLEMENTATION OF THE NEW MATH CURRICULUM TO ALL CLASSROOM TEACHERS, RESOURCE TEACHERS, AND ADMINISTRATORS. • TEACHERS HAVE CONTINUED TO PARTICIPATE IN NATIONAL AND GRADUATE LEVEL PROFESSIONAL DEVELOPMENT OPPORTUNITIES OUTSIDE THE DISTRICT • SEVERAL SCHOOLS HELD A FAMILY MATH NIGHT

Using Technology to Enhance Instruction

SCHOOL GOALS	OUTCOMES
<p>PROFESSIONAL PRACTICE AS A RESULT OF INCREASING THE TECHNOLOGY AVAILABLE IN CLASSROOMS, BY SPRING 2015, 50% OF ELEMENTARY TEACHERS WILL SUBMIT EVIDENCE THROUGH THE EVALUATION PROCESS THAT DEMONSTRATES TECHNOLOGY BEING IMPLEMENTED IN THEIR CLASSROOMS AT THE "MODIFICATION" OR "REDEFINITION" LEVELS OF THE SAMR MODEL.</p>	<ul style="list-style-type: none"> • WHITEBOARD INSTALLATIONS ARE COMPLETE IN ALL CORE CLASSROOMS • TEACHERS PARTICIPATED IN INTRODUCTORY AND ADVANCED SOFTWARE TRAINING FOR THE INTERACTIVE PROJECTORS FOCUSED ON TECHNOLOGY INTEGRATION IN THE ELEMENTARY CLASSROOM • ESTABLISHMENT OF IPAD LAB CLASSROOMS IN EACH ELEMENTARY SCHOOL IS COMPLETE • AS A RESULT OF INCREASING AVAILABLE TECHNOLOGY EXPANSION OF THE WIRELESS NETWORK HAS BEGUN

<p>STUDENT OUTCOME BY SPRING OF 2015 50% OF STUDENTS IN THE ELEMENTARY GRADES WILL RECEIVE A PROFICIENT SCORE ON AN A PRESENTATION THAT REQUIRES STUDENTS TO ADD AUDIO RECORDINGS AND VISUAL DISPLAYS.</p>	<ul style="list-style-type: none"> • SHREWSBURY’S BUDGET SITUATION LIMITED THE ABILITY TO INVEST IN TECHNOLOGY RESOURCES BEYOND THE INSTALLATION OF INTERACTIVE WHITEBOARDS. • WE ARE WORKING TO INCREASE ACCESS TO DEVICES IN CLASSROOMS, AND PROVIDE RELEVANT PROFESSIONAL DEVELOPMENT IN HOPES OF ADDRESSING THIS GOAL ON A SMALLER SCALE IN THE iPad LAB CLASSROOMS • DESPITE LIMITED RESOURCES AND INCONSISTENT ACCESS TO TECHNOLOGICAL TOOLS, TEACHERS ARE UTILIZING TECHNOLOGY WITHIN LESSONS TO HAVE STUDENTS PRESENT LEARNING WITH VISUAL AND AUDIO SUPPORTS
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Promote Health and Wellness

SCHOOL GOALS	OUTCOMES
<p>PROFESSIONAL PRACTICE DURING THE 2013-2015 SCHOOL YEARS, THE PHYSICAL EDUCATION AND HEALTH STAFF WILL PROVIDE OPPORTUNITIES FOR CLASSROOM TEACHERS TO GAIN A BETTER UNDERSTANDING OF THE OVERALL WELLNESS PROGRAMS AND HOW THESE PROGRAMS MAY INTEGRATE WITH ACADEMIC WORK.</p>	<ul style="list-style-type: none"> • HEALTH AND PHYSICAL EDUCATION TEACHERS DEVELOPED RESOURCES FOR TEACHERS TO INTEGRATE MOVEMENT INTO THE INSTRUCTIONAL DAY. (SOURCE: <i>ACTIVITY BREAKS - TEACHING AND LEARNING THROUGH MOVEMENT</i>) • HEALTH AND PHYSICAL EDUCATION TEACHERS PRESENTED RESEARCH-BASED PRACTICES FOR INTEGRATING MOVEMENT IN INSTRUCTION AT A STAFF MEETING (2015) • 5,2,1,0 HEALTH MESSAGE WAS COMMUNICATED TO STUDENTS THROUGH A FOOD TASTING IN COLLABORATION WITH SHREWSBURY YOUTH AND FAMILY SERVICES
<p>STUDENT OUTCOME BY SPRING OF 2015 STUDENTS IN 1ST AND 4TH GRADE WILL INCREASE THEIR PERFORMANCE TO 30% OF STUDENTS MEETING THE BENCHMARK FOR 60 MINUTES OF PHYSICAL ACTIVITY DAILY FROM 18.5% CALCULATED DURING THE 4 DATA COLLECTION CYCLES RECORDED DURING THE 2011-2012 SCHOOL YEAR.</p>	<ul style="list-style-type: none"> • Data has been collected and will be presented in the Carol M. White Physical Education Program Grant Report

School Specific Goals

SCHOOL GOALS	OUTCOMES
<p>PROFESSIONAL PRACTICE THROUGHOUT THE 2013-2014 SCHOOL YEAR, THE BEAL FACULTY WILL USE DIBELS AND DRA DATA TO DETERMINE NEEDED INTERVENTIONS AND LITERACY SUPPORT FOR CHILDREN WHO ARE READING BELOW NATIONAL NORMS AND DISTRICT BENCHMARKS. DATA FOR STRUGGLING LEARNERS WILL BE EXAMINED AT LEAST BI-MONTHLY, AND INTERVENTION PLANS CREATED TO ADDRESS AREAS OF NEED.</p>	<ul style="list-style-type: none"> • TEACHERS, SPECIAL EDUCATORS, AND LITERACY TUTORS USED DIBELS AND DRA INFORMATION FROM FALL, WINTER, AND SPRING ADMINISTRATIONS TO DETERMINE NEEDED INTERVENTIONS AND PROVIDED THEM • DATA WAS COLLECTED AND REVIEWED AT LEAST BI-MONTHLY WITH INTERVENTION PLANS AND LITERACY TUTORING PROVIDED FOR STRUGGLING STUDENTS
<p>STUDENT OUTCOME BY JUNE 2014, 85% OF BEAL STUDENTS WILL BE PERFORMING WITHIN THE EXPECTED RANGE FOR THEIR READING FLUENCY AND COMPREHENSION, AS MEASURED BY THE DRA.</p>	<p>MET</p> <ul style="list-style-type: none"> • 93% OF BEAL KINDERGARTEN STUDENTS REACHED A DRA 4D, WHICH IS THE DISTRICT'S EXPECTED RANGE, BY JUNE 2014. DATA COLLECTED FOR 2014-2015 SCHOOL YEAR IS CONSISTENT WITH THE DATA FROM 2013-2014 FOR KINDERGARTEN AND GRADE 1, WITH THE JUNE TEST ADMINISTRATION UPCOMING.

School Improvement Goals

2015-2017

Engage and Challenge All Learners/Enhance Learning Through Technology

SCHOOL GOALS	ACTION PLAN
<p>PROFESSIONAL PRACTICE BY THE END OF THE 2016-17 SCHOOL YEAR, ALL GRADE LEVEL AND DEPARTMENT TEAMS WILL HAVE RE-DESIGNED AND IMPLEMENTED AN EXISTING LEARNING EXPERIENCE FOR STUDENTS THAT INCLUDES:</p> <ul style="list-style-type: none"> ● AN OPEN-ENDED QUESTION THAT REQUIRES STUDENTS TO THINK CRITICALLY ABOUT AN ENGAGING TOPIC ● A SPECIAL INTRODUCTORY EVENT TO THE LEARNING EXPERIENCE THAT GENERATES CURIOSITY AND MOTIVATES STUDENTS TO LEARN MORE ABOUT THE TOPIC ● MULTIPLE PATHWAYS TO DEMONSTRATE LEARNING ● OPPORTUNITIES FOR STUDENTS TO SHARE THEIR THINKING AND COLLABORATE WITH OTHERS ● WORK SHARED WITH AN AUDIENCE BEYOND TEACHER AND CLASSROOM ● TECHNOLOGY INTEGRATION THAT ENHANCES LEARNING AT THE MODIFICATION AND/OR REDEFINITION LEVEL (SAMR MODEL) <p>THE RESOURCES FOR THIS LEARNING EXPERIENCE WILL BE ORGANIZED DIGITALLY TO SUPPORT TEAM AND DEPARTMENT COLLABORATION AND INNOVATION.</p>	<ul style="list-style-type: none"> • PROVIDE THREE HALF-DAY DISTRICT WIDE PROFESSIONAL DEVELOPMENT SESSIONS FOCUSED ON SUPPORTING STAFF IN REDESIGNING EXISTING CURRICULUM UNITS BASED ON THE ELEMENTS OF PROJECT BASED LEARNING AS DEFINED IN THE ABOVE BULLETS (FEBRUARY, MARCH, APRIL) • DURING THE 2015-2016 SCHOOL YEAR, GRADE LEVEL TEAMS WILL IDENTIFY AN EXISTING LEARNING EXPERIENCE TO RE-DESIGN • DURING THE 2016-2017 SCHOOL YEAR, GRADE LEVEL TEAMS WILL COLLABORATE TO REDESIGN ONE LEARNING EXPERIENCE AS DEFINED IN THE ABOVE BULLETS • INCREASE THE NUMBER OF TECHNOLOGY DEVICES IN CLASSROOMS AND OPPORTUNITIES FOR STUDENTS TO USE TECHNOLOGY TO ENHANCE LEARNING AT THE MODIFICATION AND REDEFINITION LEVELS (ONGOING 2015-2017)

<p>STUDENT LEARNING</p> <p>IN SPRING 2017, THE NUMBER OF STUDENTS MEETING THE PROFICIENCY BENCHMARK ON PREK-12 COMMON WRITING ASSESSMENTS WILL INCREASE BY AT LEAST 5% IN EACH GRADE LEVEL COMPARED WITH THE BASELINE ESTABLISHED IN 2016.</p>	<ul style="list-style-type: none"> • DEVELOP A DISTRICT WIDE DATA COLLECTION TOOL TO MONITOR STUDENT SCORES AND PROGRESS (FALL 2015) • ADMINISTER, SCORE, AND RECORD COMMON TRIMESTER WRITING ASSESSMENTS (BASELINE, T1, T2, & T3) TO MONITOR STUDENT PROGRESS AND IDENTIFY FURTHER INSTRUCTIONAL POINTS WITHIN 2015-2017 • IMPLEMENT DISTRICT COMMON WRITING RUBRIC WHEN SCORING STUDENTS IN GRADES PRE-K-4 (ONGOING 2015-2017) • PROVIDE ONGOING PROFESSIONAL DEVELOPMENT FOR ALL CLASSROOM TEACHERS AND SPECIAL EDUCATORS REGARDING: <ul style="list-style-type: none"> -EFFECTIVE INSTRUCTIONAL WRITING PRACTICES -CONTINUED FOCUS ON INTERRATER RELIABILITY -UTILIZING THE COMMON DISTRICT RUBRIC FOR STUDENT SCORING, MEASURING STUDENT GROWTH, AND INFORMING INSTRUCTION (FALL 2015)
<p>STUDENT LEARNING</p> <p>IN SPRING 2017, THE NUMBER OF STUDENTS MEETING THE PROFICIENCY BENCHMARK ON PREK-12 COMMON MATHEMATICS ASSESSMENTS WILL INCREASE BY AT LEAST 5% IN EACH GRADE LEVEL COMPARED WITH THE BASELINE ESTABLISHED IN 2016.</p>	<ul style="list-style-type: none"> • INSTRUCTIONAL COACHES WILL COLLABORATE TO FINALIZE COMMON MATH ASSESSMENTS THAT FEATURE PROBLEM SOLVING AT THE APPLICATION LEVEL FOR GRADE LEVELS PREK-4 (2015-2016 SCHOOL YEAR) • EDUCATORS AND INSTRUCTIONAL COACHES WILL COLLABORATE TO DEVELOP A COMMON SCORING RUBRIC FOR GRADE LEVELS PRE-K-4 (2015-2016 SCHOOL YEAR) • DEVELOP A DISTRICT WIDE DATA COLLECTION TOOL TO MONITOR STUDENT SCORES AND PROGRESS (2015-2016 SCHOOL YEAR) • EDUCATORS WILL IMPLEMENT COMMON ASSESSMENTS (FALL 2015) • ASSESSMENTS WILL BE SCORED USING A COMMON RUBRIC AND EXEMPLARS WILL BE SELECTED TO SUPPORT INSTRUCTION (FALL 2016) • CONTINUED PROFESSIONAL DEVELOPMENT FOR ALL CLASSROOM TEACHERS AND SPECIAL EDUCATORS REGARDING MATH RIGOR AND PROBLEM SOLVING (I.E., MATHEMATICAL REASONING, DISCOURSE, MATHEMATICAL PRACTICES). (DECEMBER 2015, MAY 2016)

Promoting Health and Wellness

SCHOOL GOALS	ACTION PLAN
<p>PROFESSIONAL PRACTICE BASED ON SURVEYS AND OBSERVATIONS, EACH SCHOOL WILL ENSURE A SYSTEMATIC RESPONSE TO ADDRESS THE NEEDS OF STUDENTS WHO ARE AT-RISK FOR BEHAVIORAL OR MENTAL HEALTH ISSUES, ESPECIALLY THOSE WHO ARE IDENTIFIED AS LACKING A CONNECTION TO A CARING ADULT IN THE SCHOOL ENVIRONMENT.</p>	<ul style="list-style-type: none"> • COMPLETE PILOT SCREENING IN SELECT ELEMENTARY CLASSROOMS. (SPRING 2015) • IMPLEMENT UNIVERSAL SCREENING USING THE MENTAL HEALTH CHECK AND REFLECT ASSESSMENT. (FALL 2015) • DEVELOP A RESPONSE PROTOCOL BASED ON THE DATA COLLECTED. (LATE FALL 2015) • IDENTIFY AND IMPLEMENT INDIVIDUALIZED AND SCHOOL-WIDE INTERVENTIONS. (WINTER 2016)

School Specific Goals

SCHOOL GOALS	ACTION PLAN
<p>BY THE SPRING OF 2016 AND SPRING OF 2017, 90% OF BEAL STUDENTS WILL DEMONSTRATE PROFICIENCY WITH THREE ELEMENTS OF THE SOCIAL THINKING CURRICULUM (EXPECTED VERSUS UNEXPECTED, FEELINGS THERMOMETER, AND WHOLE BODY LISTENING) DURING ACADEMIC AND PLAY-BASED ACTIVITIES AS MEASURED BY A SOCIAL THINKING FORMATIVE ASSESSMENT. THE REMAINING 10% WILL DEMONSTRATE SOCIAL GROWTH USING THE THREE ELEMENTS THROUGH AND MEASURED BY PERSONALIZED PLANS SUPPORTED BY BEAL STAFF.</p>	<ul style="list-style-type: none"> • DEVELOP A KINDERGARTEN/ GRADE 1 SOCIAL THINKING ASSESSMENT TOOL AND SCORING RUBRIC- INCLUDING UNIVERSAL SCREENING TOOL (SUMMER/FALL 2015) • TRAINING FOR BEAL STAFF ON SOCIAL THINKING ASSESSMENT AND THE THREE COMPONENTS OF THE SOCIAL THINKING CURRICULUM AT A STAFF MEETING (FALL 2015/ FALL 2016) • IMPLEMENT FORMATIVE ASSESSMENT TO DETERMINE BASELINE DATA (FALL 2015/ FALL 2016) • SCHOOL PSYCHOLOGIST AND CLASSROOM TEACHERS WILL TEACH THREE LESSONS; EXPECTED VERSUS UNEXPECTED, FEELINGS THERMOMETER, AND WHOLE-BODY LISTENING TO ALL BEAL CLASSROOMS (FALL/WINTER 15-16/ FALL/WINTER 16-17) • STRUGGLING STUDENTS (REMAINING 10%) WILL BE IDENTIFIED THROUGH EIT (EARLY INTERVENTION TEAM) AND PERSONALIZED PLANS WILL BE IMPLEMENTED (ONGOING)

	• IMPLEMENT ASSESSMENT USING THE SOCIAL THINKING ASSESSMENT TO DETERMINE PROFICIENCY (SPRING 2016 AND SPRING 2017)
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Appendix A – School Assessment Data

Signature Page

SCHOOL COUNCIL MEMBER	SIGNATURE
CHRIS GIRARDI	
EMILY CHAVES	
MELISSA BARRETT	
JILL WENSKY	
LISA POWERS	
BRIAN GEMBORYS	
KIMBERLY OLSEN	
DAVID TAYLOR	
KATE STOCKWELL	