

BES Improvement Plan

Update on 2007-8 plan and focus
of 2008-9

80% of our students in grades 1-4 will consistently earn a 2 (CMT rubric) on open-ended questions that require inference and making connections between texts and experiences.

ACTION STEPS

- Teachers will instruct students how to write an answer that makes sense and defend their answer with evidence from the text
- Teaching and Learning Specialist will provide development and resources to teachers on open-ended questioning techniques on the 4 strands of the CMT
- Common Planning time and staff meeting time will be set aside for professional discussions on reading comprehension

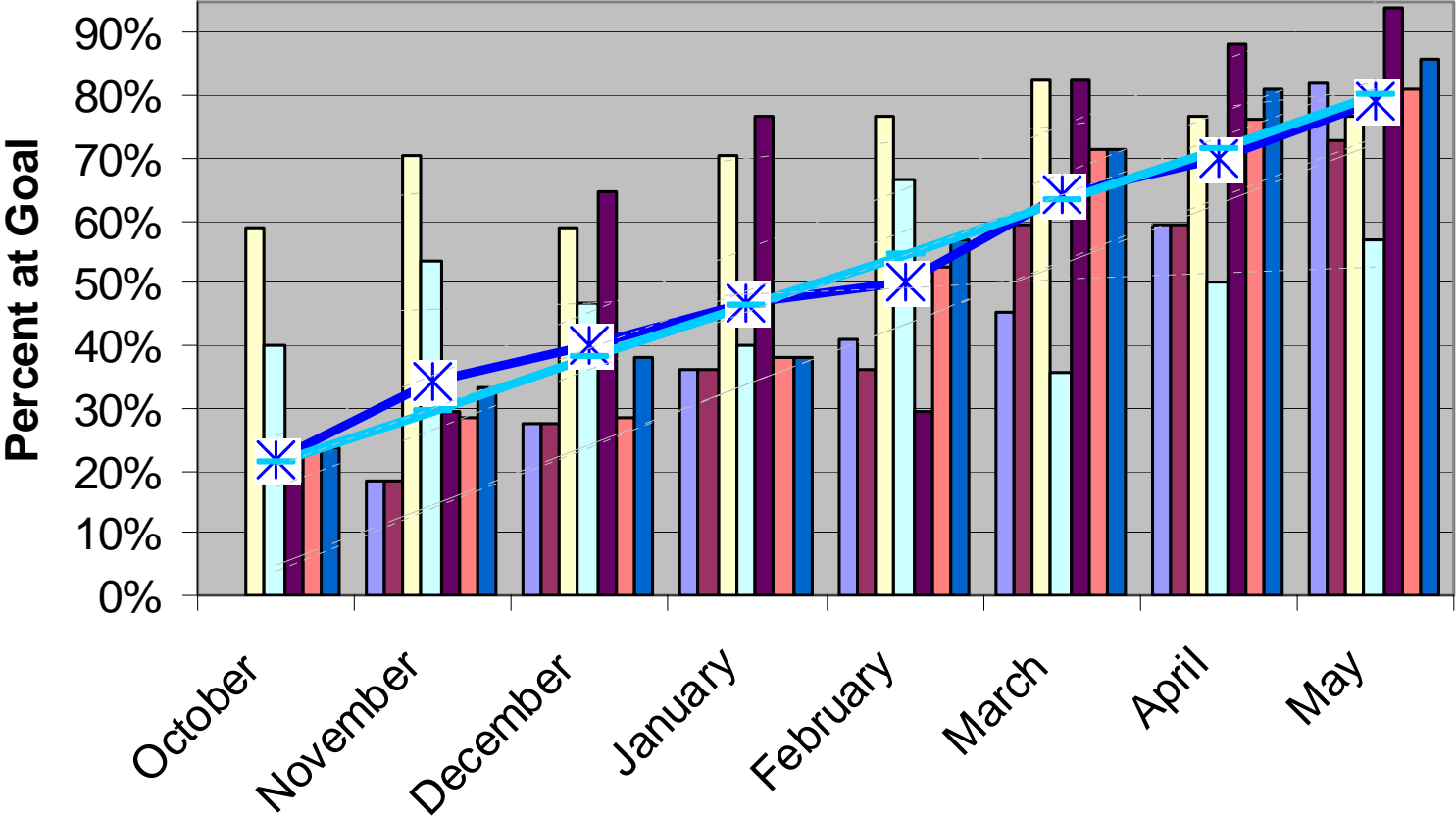
PROGRESS

- This has been going on all year as evidenced by discussions at common planning time
- Kerri-Lynn has placed resources in the hands of teachers and joined in the discussions
- These discussions have been on-going

Results and future steps

As you can see from the results on the next page, we have made very positive increases as a school, though fell short by 1%. The areas that primarily measure this area on the CMT went up by an average of 10% in grades 3 and 4.

Open-Ended Answers: Reading Comprehension



Students will become better editors of their writing as measured by the CMT editing and revising strands and student work assessed for meaning and mechanics

ACTION STEPS

- Teaching and Learning Specialist will provide development and resources to teachers on editing and revising such as CMT coaching books
- Teachers will research and utilize best practices with regards to the teaching of editing and revising in writing
- Teachers will double score the three required writing prompts to ensure consistency of scoring and help identify areas of weakness. They will develop mini-lessons to target those weaknesses.

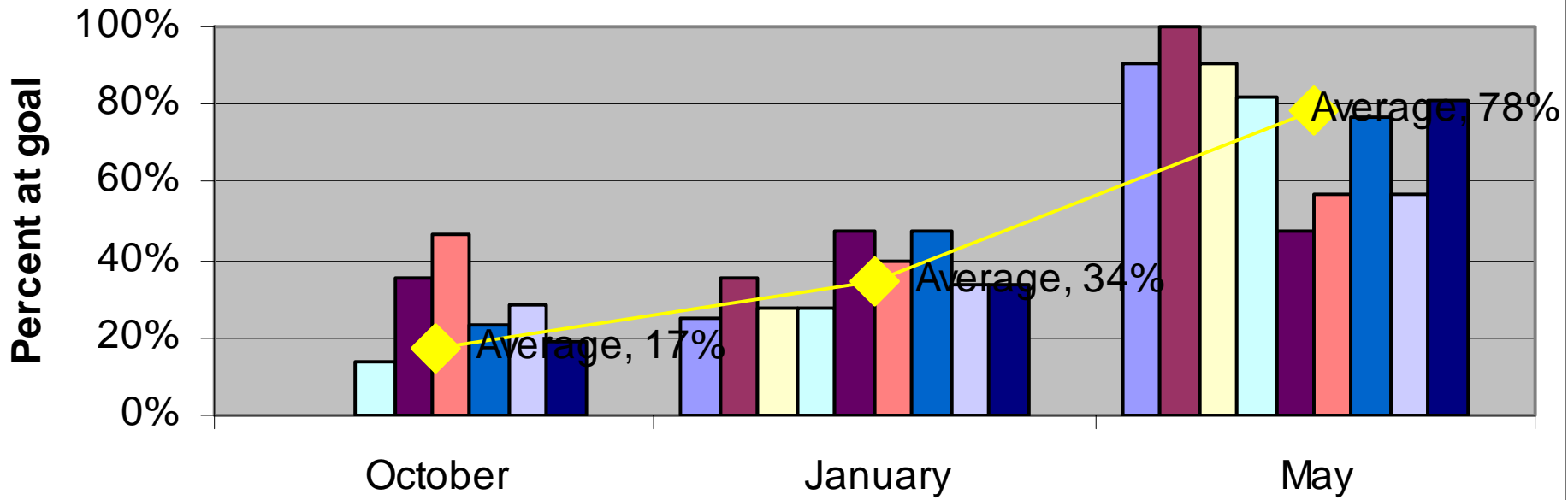
PROGRESS

- We are using materials we have determined will have a positive impact on our writing
- We began to utilize the revising and editing books our teaching and learning specialist identified, but will need to be used more frequently in the future.
- Data suggests we are getting better holistically, but editing/revising is still very poor.
- Fourth grade teachers attended professional development on writing.

Results

See graph on the next page.

Writing prompt scores



Students will become better at estimating as measured by the CMT estimation strands (goal = 85%) and classroom assessments

ACTION STEPS

- Teachers will utilize various materials and strategies to teach estimation skills
- Teaching and Learning Specialist will provide materials on estimation

PROGRESS

- Estimation skills are being taught in the classrooms
- Staff meeting time has been utilized to teach estimation skills
- Kerri-Lynn has provided grades 3 and 4 with estimation materials

Results and future steps

Our third grade students scored 90% and 71% on the estimation strands and our fourth grade 90% and 67%. We still have work to do on estimating solutions to problems.

80% of students in grades 2-4 will be able to solve a problem similar to a real world situation and explain in writing how they got that answer, providing the necessary evidence

ACTION STEPS

- Teachers will instruct students on the proper way to answer extended answer math questions
- Classrooms will regularly practice answering problems similar to real-world situations

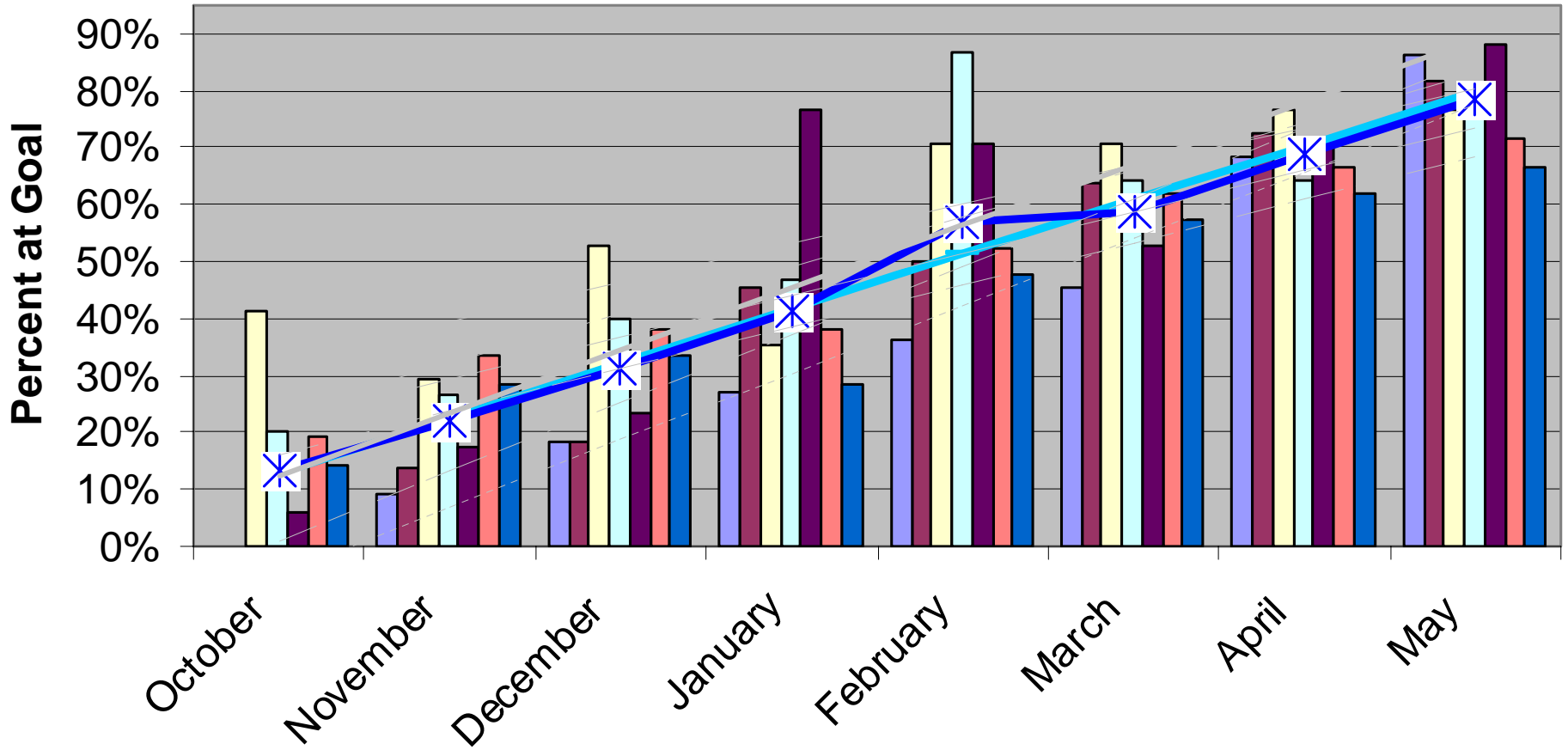
PROGRESS

- Both of these steps were done in classes

Results and future steps

We have seen solid growth in this area, though missed our goal by 2%. (Please see the chart on the page following.) On the CMT, our scores on this strand went up an average of 25% in grades 3 and 4 over last year.

Math Application Answers



Teaching and Learning Specialist will assist teachers in identifying math needs in the targeted areas so they can develop and implement small-group differentiated math instruction

ACTION STEPS

- Teaching and Learning Specialist will demonstrate lessons and techniques on the differentiation of mathematics instruction
- Teachers will utilize “reduced time” and classroom math time for small group instruction in mathematics

PROGRESS

- Kerri-Lynn has not been doing demonstration lessons in math due to other areas of focus last year
- Reduced time has been utilized for math in many classes. I have not seen as much small group instruction as I’d like to this point during regular math instruction

Results and future steps

Teachers will need more support in small-group math instruction which will be an area of concentration through our Differentiated Instruction initiative.

Train staff in Responsive Classroom techniques

ACTION STEPS

- Provide training to teachers

PROGRESS

- This happened on election day
- Another teacher attended the week-long RC1 training

Results and future steps

We are well on our way to becoming a Responsive school. Our School Improvement Team will be consulting in September with the Northeast Foundation for Children to develop an implementation plan.

Develop common expectations for and language for students (bus, hallway, cafeteria, bathroom) and post them in appropriate areas

ACTION STEPS

- Convene meetings of the expectation committee to develop guidelines
- Discuss expectations with students in the classroom and in all-school assemblies

PROGRESS

- This step is still currently in progress
- Expectations have been outlined at all-school assemblies by the principal

Results and future steps

We still need to clearly define and post the expectations

Conduct whole-school gatherings to highlight class projects and develop community

ACTION STEPS

- Survey teachers regularly for projects to highlight (stories they have read, poetry written, science discoveries)
- Schedule gatherings

PROGRESS

- We are having one meeting a month. Each month has a different theme and is MCed by a different grade.
- The music teacher and I went to PD on building a community meeting

Results and future steps

We will continue to use this time to build the community of BES

Fully implement STAT process for all students in need

ACTION STEPS

- Schedule regular meetings of the STAT team
- Continue developing the skills of the case partners
- Provide discussion and development to teachers on the monitoring process of STAT

PROGRESS

- STAT is fully implemented. The core team meets every two weeks
- The core team had follow-up training on January 10, and attended PD on tracking the efficacy of student interventions this spring
- We have had PD on STAT in the fall and trained teachers in the paperwork and offered Excel training as well
- I have trained teachers on progress monitoring and goal setting during the spring ½ day PD.

Results and future steps

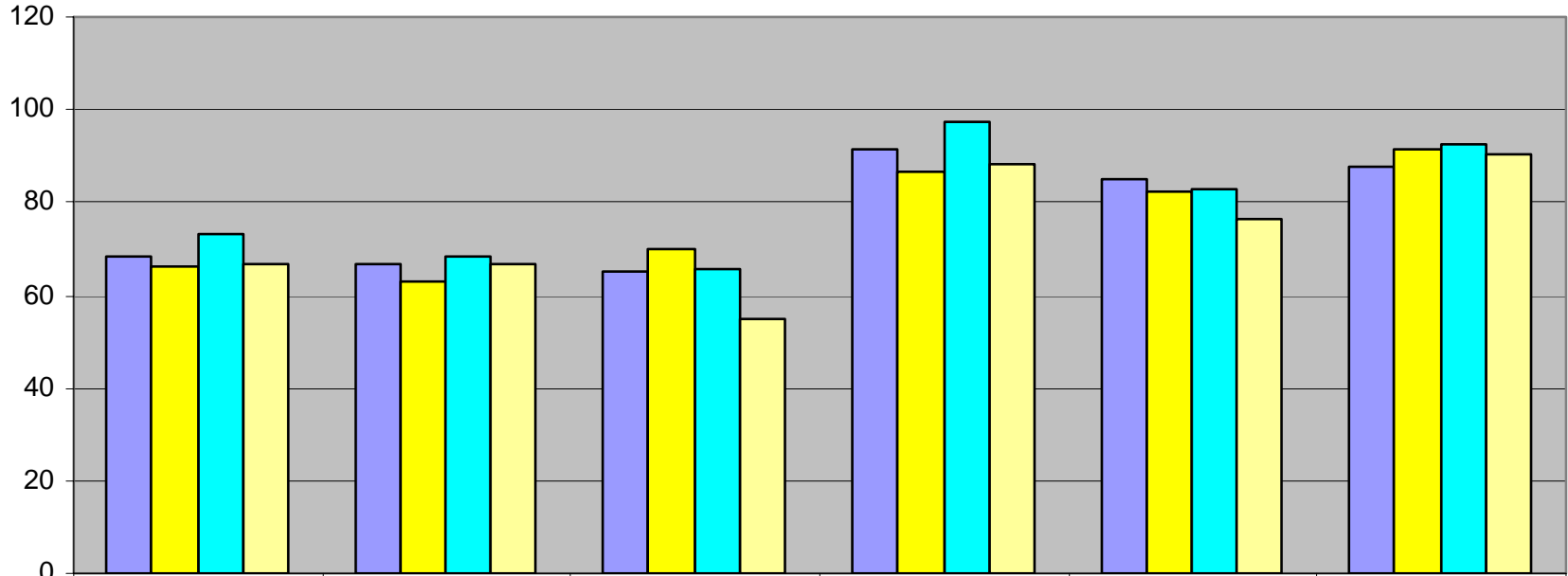
Our STAT process is monitoring 25 students. 11 others received interventions and were exited from the program successfully. 6 others were referred for special education and qualified.

2008 CMT data

How are we doing?

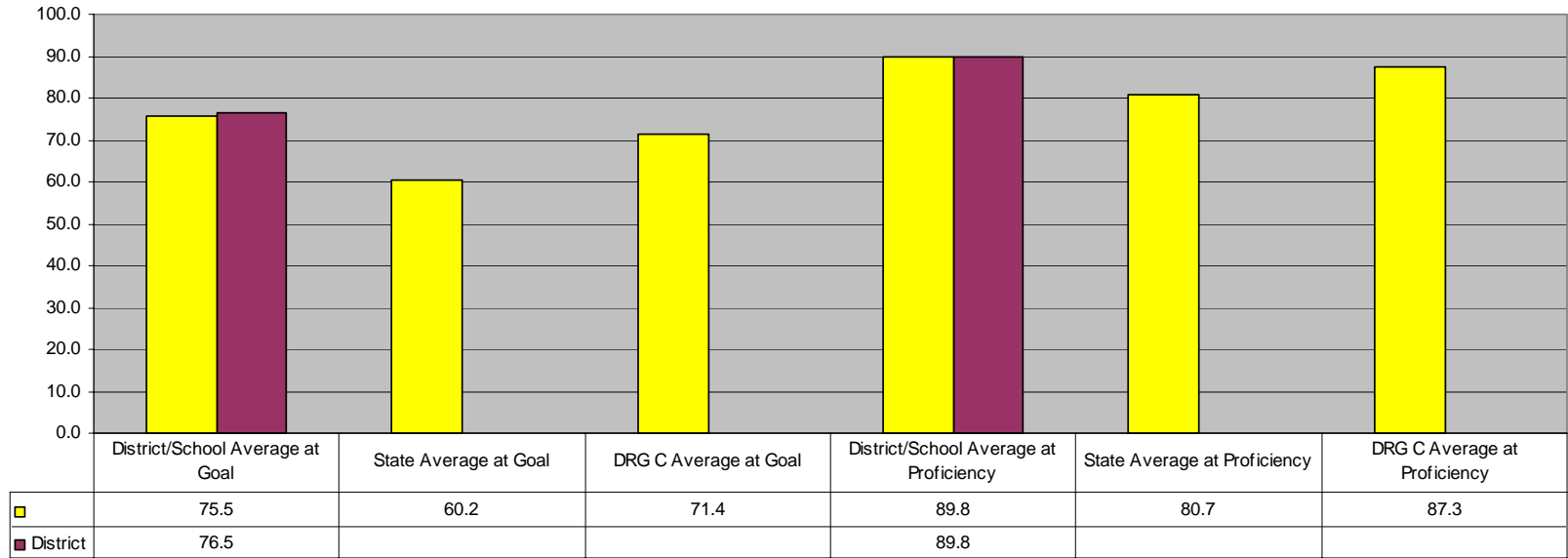
- CMT Cohort Data from students who took the 3rd grade test in 2007 and the 4th grade test in 2008 suggests that our students are not performing as well overall.

Cohort data from grade 3 to grade four (2007 to 2008)

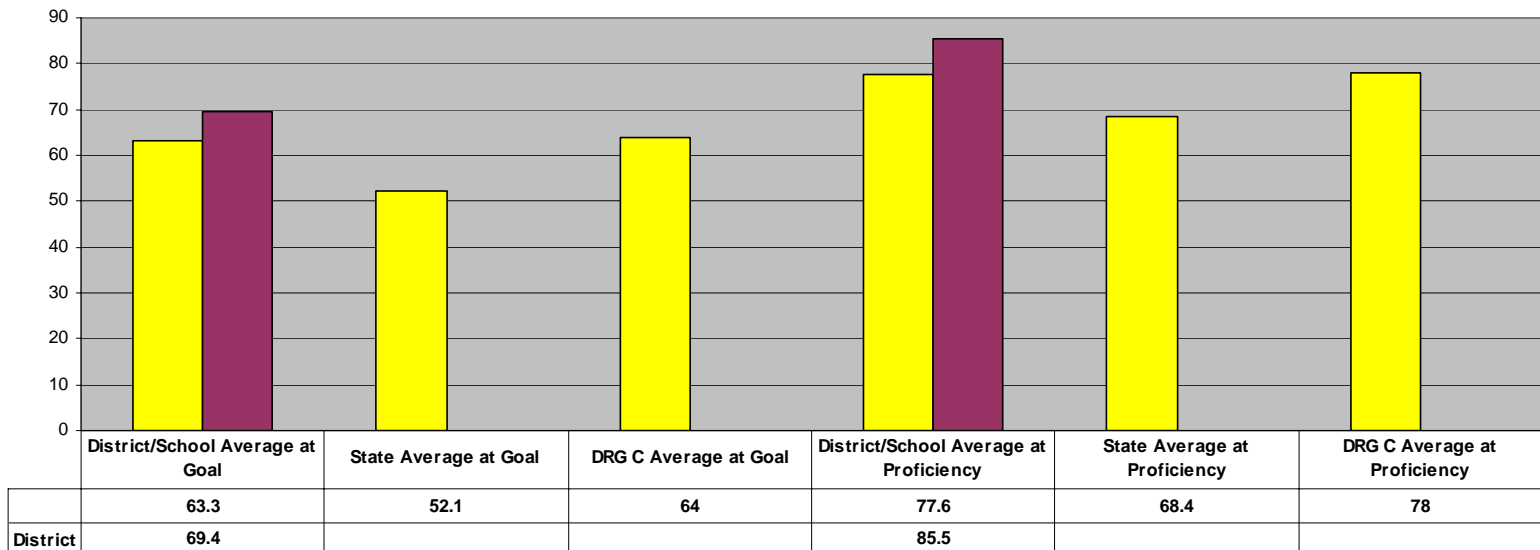


	% at Goal		% at Proficient	
	Math	Reading	Math	Reading
3rd grade district	68.2	66.7	91.3	85.1
4th grade district	66.1	62.8	86.8	82.1
3rd grade BES	73.2	68.3	97.6	82.9
4th grade BES	66.7	66.7	88.1	76.2

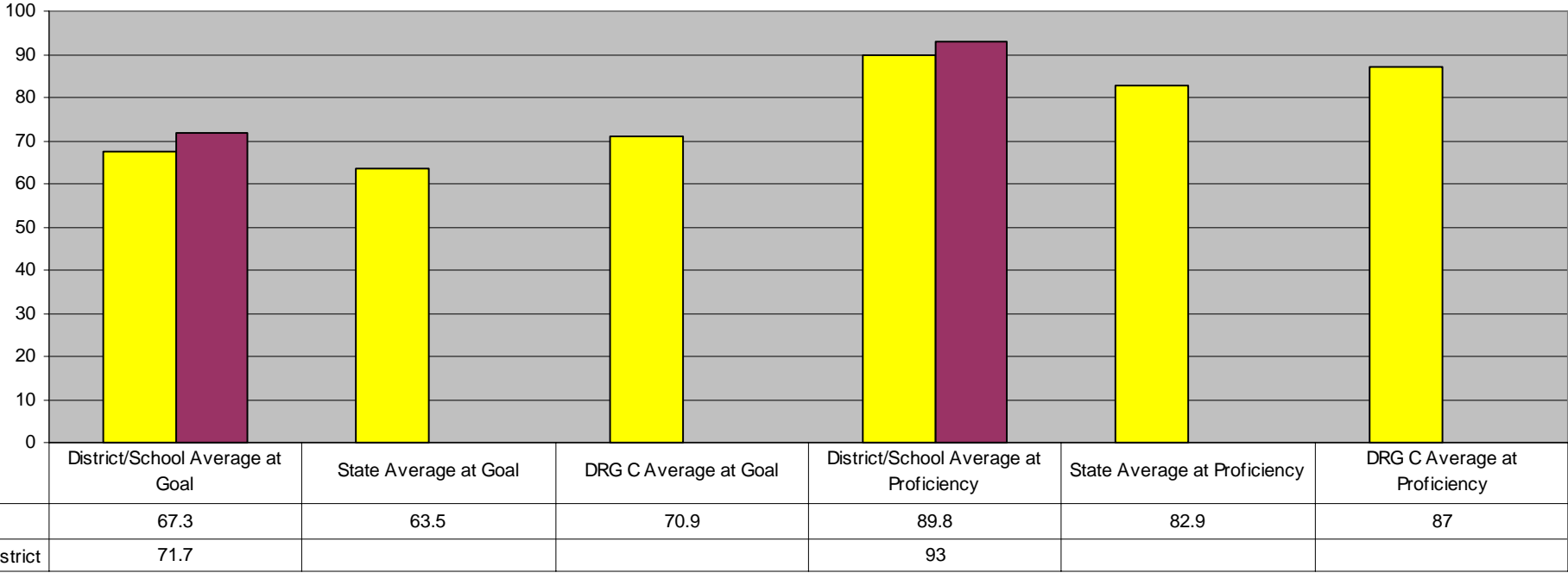
BES Grade 3 Math



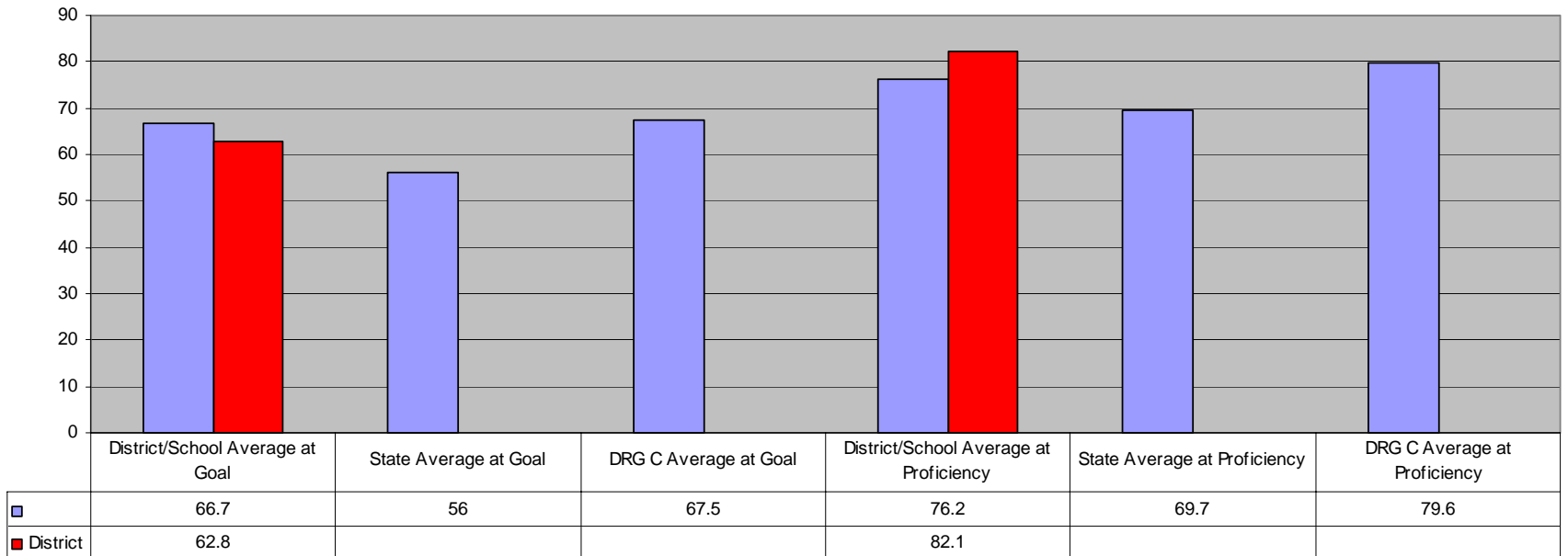
BES Grade 3 Reading



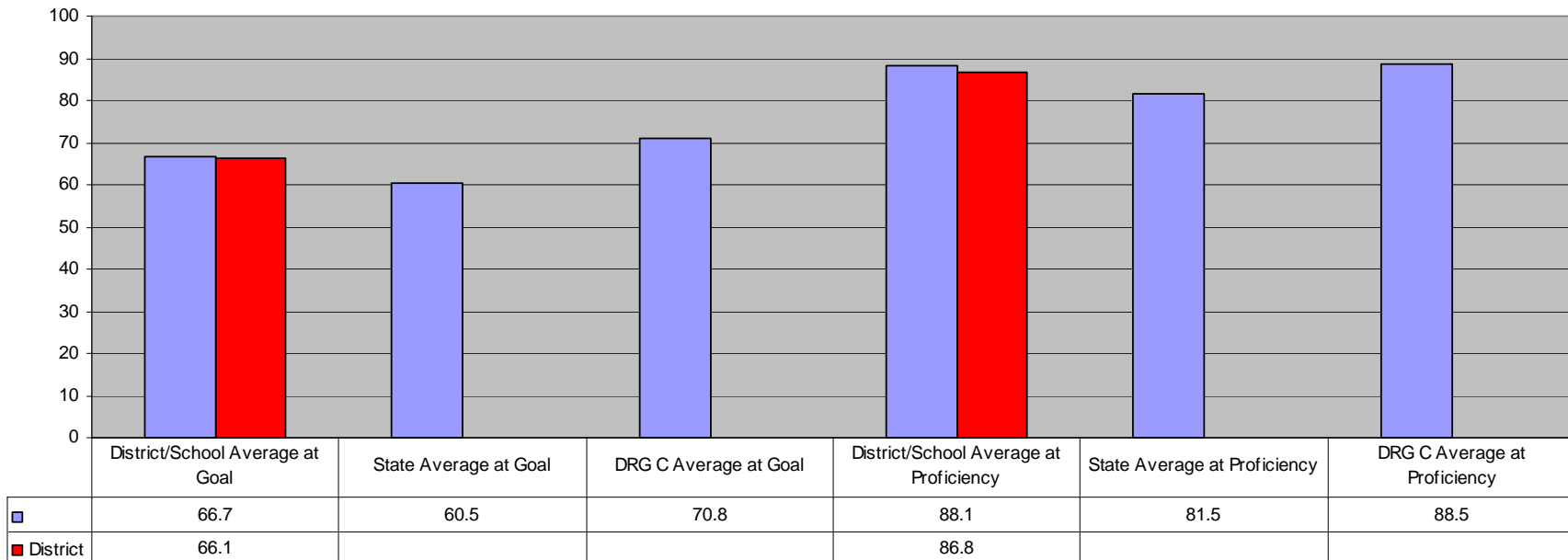
BES Grade 3 Writing



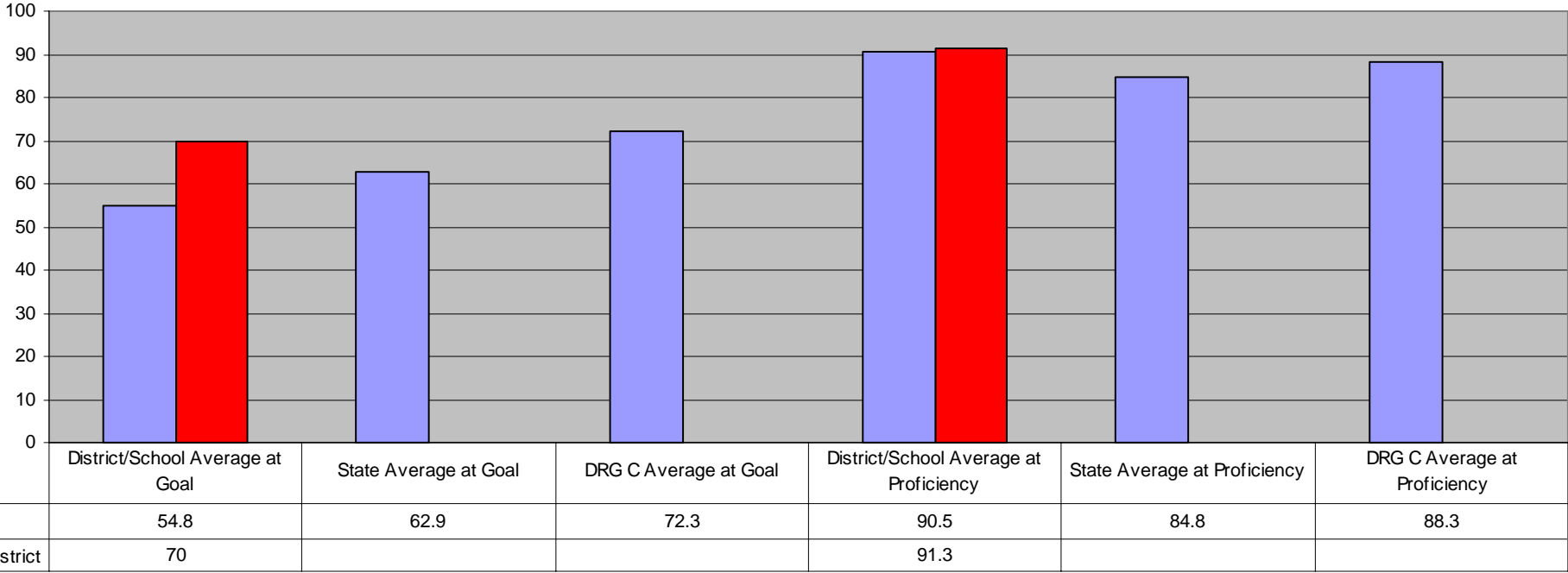
BES Grade 4 Reading



BES Grade 4 Math



BES Grade 4 Writing



Where are we weak?

- Reading Comprehension
 - Grade 3 students: only 59% mastered “Making Reader-Text Connections” and 67% “Examining the Content and Structure”
 - Grade 4 students: only 29% mastered “Connections” and 69% “Developing an interpretation”
- Writing
 - “Composing and Revising” very low: 38.7% in third and 37% in fourth
 - “Editing” also low in fourth (45%)

- Mathematics:
 - Estimating Solutions to Problems: 71% mastery in 3rd, 67% mastery in 4th.
 - Equivalent Fractions, Decimals and Percents: 60% in 4th
 - Approximating Measures: 76% in 3rd, 57% in 4th

What are we going to do?

- Concentrate efforts on reading comprehension
- More directly teach composing/revising skills in classrooms utilizing the new materials
- Concentrate on estimation and approximation in mathematics
- Focus on Differentiated Instruction and small group instruction in all content areas
- Implement the new assessment plan and use results to identify students in need of intervention plans
- Monitor progress of students on intervention plans to measure their response to our efforts and adjust as necessary