



EAST FAIRHAVEN ELEMENTARY SCHOOL

2016 - 2017 SCHOOL IMPROVEMENT PLAN

Fairhaven School Committee

Pam Kueschler, Chair

Brian Monroe, Vice Chairman

Stasia Powers

Colin Veitch

Donna McKenna

Michael McNamara

**EAST FAIRHAVEN
SCHOOL IMPROVEMENT PLAN 2016 – 2017**

School Council Members

East Fairhaven Elementary School

School Year: 2016 – 2017

MEMBER	NAME
PRINCIPAL	Wendy Weidenfeller
ASSISTANT PRINCIPAL	Amy Silva
TEACHER(s)	Kathy Barao Michelle Pavlic Lisa Thomas
COMMUNITY MEMBER	TBA
PARENTS	Lisa Knodel-Baier Jarred Lussier Veronique Sylvia

East Fairhaven School

ACCOUNTABILITY

2016 Accountability Data - East Fairhaven

Organization Information			
District:	Fairhaven (00940000)	School type:	Elementary School
School:	East Fairhaven (00940010)	Grades served:	PK,K,01,02,03,04,05
Region:	Southeast	Title I status:	Non-Title I School (NT)

Accountability Information	About the Data
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Accountability and Assistance Level	
Level 2	Not meeting gap narrowing goals
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	21

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
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Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View Detailed 2016 Data
	Less progress	More progress		
All students		■	36	Did Not Meet Target
High needs		■	38	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL			-	
Students w/disabilities			-	
Amer. Ind. or Alaska Nat.			-	
Asian			-	
Afr. Amer./Black			-	
Hispanic/Latino			-	
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White		■	36	Did Not Meet Target

About this Report

Accountability and Assistance Levels: All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

School Percentiles: A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Progress and Performance Index (PPI): The PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over multiple years into a single number. All districts, schools, and student subgroups receive an annual PPI based on improvement over a two-year period and a cumulative PPI (shown above) between 0 and 100 based on four years of data. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

Accountability and Assistance Level

East Fairhaven Elementary School

Level 2

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over the most recent four-year period into a single number between 1 and 99.

School accountability determination is determined for the “all students” group and various other subgroups. The “high needs” group is an unduplicated count of all students in a school belonging to at least one of the following individual subgroups:

- Students with disabilities
- English Language Learners (ELL)
- Former ELL students
- Economically disadvantaged students

	<u>2015</u>	<u>2016</u>
All Students	36	36
High Needs	41	38

Proficiency gap narrowing (English language arts, mathematics, and science)

English Language Arts Proficiency Gap

	Baseline	2015	2016	6-Year Target
	CPI	CPI	CPI	CPI
All Students	89.2	79.7	78.8	94.6
High Needs	84.6	68.1	67.9	92.3

Mathematics Proficiency Gap

	Baseline	2015	2016	6-Year Target
	CPI	CPI	CPI	CPI
All Students	83.1	78.6	75.0	91.6
High Needs	76.5	71.2	65.8	88.3

Science Proficiency Gap

	Baseline	2015	2016	6-Year Target
	CPI	CPI	CPI	CPI
All Students	83.1	73.6	60.8	91.6
High Needs	75.9	----	53.6	88.0

Growth (English language arts and mathematics)

English Language Arts Growth

	2015	2016	6-Year Target
	SGP	SGP	SGP
All Students	26.0	33.0	51.0
High Needs	25.0	27.5	51.0

Mathematics Growth

	2015	2016	6-Year Target
	SGP	SGP	SGP
All Students	30.5	39.0	51.0
High Needs	35.0	45.0	51.0

Extra credit areas (English language arts, mathematics, and science)

English Language Arts Extra Credit

	2015	2016	2015	2016
	Advanced	Advanced	Warning	Warning
All Students	6.9	6.9	9.6	12.2
High Needs	2.8	4.7	19.4	20.0

Mathematics Extra Credit

	2015	2016	2015	2016
	Advanced	Advanced	Warning	Warning
All Students	14.9	12.2	7.4	13.3
High Needs	12.5	10.7	15.3	21.4

Science Extra Credit

	2015	2016	2015	2016
	Advanced	Advanced	Warning	Warning
All Students	2.9	1.5	13.0	19.4
High Needs	0.0	0.0	12.9	32.1

School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

ANALYSIS OF SCHOOL DATA Grade 3

English Language Arts Grades K – 3 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Gr. 3 ELA	Level 5	Level 4	Level 4 and 5	Level 3	Level 2	Level 1
2015	2% (1)	39% (22)	41% (23)	35% (20)	11% (6)	14% (8)
2016	11% (6)	44% (25)	55% (31)	21% (13)	18% (9)	7% (5)
14% increase for Level 4 and 5			7% decrease for Level 1			

Mathematics Grades K – 3 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Gr. 3 Math	Level 5	Level 4	Level 4 and 5	Level 3	Level 2	Level 1
2015	5% (2)	32% (19)	37% (21)	42% (24)	14% (8)	7% (4)
2016	7% (4)	28% (16)	35% (20)	34% (20)	19% (11)	12% (7)
2% decrease for Level 4 and 5			5% increase for Level 1			

ANALYSIS OF SCHOOL DATA Grade 4

English Language Arts Grade 4 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Gr. 4 ELA	Level 5	Level 4	Level 4 and 5	Level 3	Level 2	Level 1
2015	3% (1)	40% (25)	43% (26)	38% (23)	15% (10)	3% (1)
2016	0%	48% (30)	48% (30)	37% (23)	11% (7)	5% (3)
5% increase for Level 4 and 5				2% increase for Level 1		

Grade 4 Student Growth Percentile (SGP) shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	21	35	51

Mathematics Grade 4 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Gr. 4 Math	Level 5	Level 4	Level 4 and 5	Level 3	Level 2	Level 1
2015	0%	23% (14)	23% (14)	38% (23)	38% (23)	0%
2016	0%	37% (23)	37% (23)	30% (18)	30% (20)	3% (2)
14% increase for Level 4 and 5				2% increase for Level 1		

Grade 4 Student Growth Percentile (SGP) shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar statewide assessment scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	29	39	51

ANALYSIS OF SCHOOL DATA Grade 5

English Language Arts Grade 5 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Gr. 5 ELA	Level 5	Level 4	Level 4 and 5	Level 3	Level 2	Level 1
2015	7% (4)	59% (40)	66% (44)	21% (15)	10% (7)	3% (2)
2016	2% (1)	35% (23)	37% (24)	38% (26)	17% (11)	9% (7)
29% decrease for Level 4 and 5				6% increase for Level 1		

Grade 5 Student Growth Percentile (SGP) shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar statewide assessment scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) ELA	28	23	51

Mathematics Grade 5 Analysis of Data

- Identify which students need additional time and support to help them reach levels of proficiency in the core academic areas of student learning.
- Identify which students need enrichment and extension of their learning because they have already demonstrated levels of proficiency.
- Identify who is getting consistently better results in an important area of student learning, and what can be learned from this teammate.
- Identify the areas in which our students consistently struggle, and determine a theory regarding why these skills or concepts are proving difficult for them.

Gr. 5 Math	Level 5	Level 4	Level 4 and 5	Level 3	Level 2	Level 1
2015	4% (x)	44%	48%	37%	13%	1%
2016	2% (1)	28% (18)	30% (19)	38% (26)	22% (15)	11% (7)
18% decrease for Level 4 and 5			10% increase for Level 1			

Grade 5 Student Growth Percentile (SGP) shows how a child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years.

	2015	2016	6-year SGP Goal
Student Growth Percentile (SGP) Math	25	42	51

DISTRICT IMPROVEMENT GOALS

1. Make powerful teaching and learning the central focus of the Fairhaven Public School District.
 - a. Continue to improve the climate, conditions, and culture of the Fairhaven Public School District.
 - b. The district will realize a 5% increase in the 2017 CPI for “all students” in ELA and Math for grades 3 – 8 and in ELA, Math and Science for Grades 6 – 12.
 - c. The district will realize a 5% increase in the 2017 CPI for “high needs” students in ELA and Math for grades 3 – 8 and in ELA, Math and Science for Grades 6 – 12.
 - d. The district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math.
 - e. The district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math.
2. Provide a continuum of resources and support to enable administrators and educators to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English language learners.
3. Communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families.
4. Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

SCHOOL IMPROVEMENT GOALS

1. Teaching and Learning Goals: The percentage of students Level 5 (Advanced) will increase by 10% as measured by the 2017 state standardized testing results in Grades 3 – 5 in ELA and Mathematics.
2. Teaching and Learning Goals: The percentage of students Level 3, Level 2, and Level 1 (Needs Improvement and Warning) will decrease by 30% as measured by the 2017 state standardized testing results in Grades 3 – 5 in ELA and Mathematics.
3. Climate and Culture: We will build a sense of community and foster success for all students by establishing a school culture that is safe, joyful, and challenging as measured by staff and student surveys.
4. Partnerships with Families and Community: In order to engage in regular two-communication with families, we will increase opportunities for parents to become engaged in their child’s learning throughout the year.
5. Safety and Security: We will continue to revise and implement policies that maintain safety and security for all students and staff.

TEACHING AND LEARNING

Goal Statements

District

3. Make powerful teaching and learning the central focus of the Fairhaven Public School District.

East Fairhaven School

1. The percentage of students Level 5 (Advanced) will increase by 10% as measured by the 2017 state standardized testing results in Grades 3 – 5 in ELA and Mathematics.
2. The percentage of students Level 3, Level 2, and Level 1 (Needs Improvement and Warning) will decrease by 30% as measured by the 2017 state standardized testing results in Grades 3 – 5 in ELA and Mathematics.

Action Steps	Facilitated By	Benchmark
Perform school-wide learning walks to determine instructional focus (Close Reading, higher ordering thinking, Differentiated Instruction)	Wendy Weidenfeller	Anecdotal Notes September 2016
Provide close reading professional development with the emphasis of text-dependent questions and annotating text	Wendy Weidenfeller	PD agendas September -October 2016
Provide higher ordering thinking skills professional development	Wendy Weidenfeller	PD agendas November – December 2016
Provide differentiated instruction professional development	Wendy Weidenfeller	PD agendas January – February 2017
Create Leadership Team with school representatives that meets monthly to discuss school issues and school improvement	Wendy Weidenfeller Amy Silva	Leadership Team Agendas ongoing
Problem of Practice for our Instructional Rounds visits (twice a year) will assess progress as related to our instructional focus and provide feedback to Leadership Team	Wendy Weidenfeller	November/April 2017
Grade level team collaboration to plan curriculum, instruction, and assessment	Grade level teachers	Ongoing
Create district wide teams (ELA and Math) that guide curriculum decision-making <ul style="list-style-type: none"> • Oversee the district implementation of Scott Foresman Reading Street • Oversee coherent district writing plan • Oversee the district implementation Go Math • Review district assessment and make recommendations • Research opportunities for hands-on learning to increase conceptual understanding • Begin planning science integration 	Wendy Weidenfeller (ELA) Amy Furtado (Math)	Curriculum Team Agendas Ongoing
Analyze the 2016 ELA and Math PARCC results	Wendy Weidenfeller	Data spreadsheet

to identify specific areas where students struggled <ul style="list-style-type: none"> Develop data spreadsheet to track district and state assessments 		September 2016
Restructure ELA and Math small group instruction and provide targeted interventions with progress monitoring to Tier II and Tier III students in specific areas of need	Amy Silva	Teacher schedules August 2016
Utilize research-based interventions and continue to improve flexible grouping criteria through data based decisions	Wendy Weidenfeller Amy Silva	Data meeting notes Ongoing
Implement new Scott Foresman Reading Street series K-5 <ul style="list-style-type: none"> Provide professional development on the components of the new series (concept map, Pearson Realize) Build conceptual understanding through the use of concepts maps in conjunction with the weekly stories Utilize Write to Sources as a resource for prose constructed response 	Wendy Weidenfeller	Ongoing
Continue partnership with BSRI guidance of benchmark assessment, progress monitoring, differentiated, small group instruction, data meetings, walk-throughs, interventions and data-driven instruction	Wendy Weidenfeller	Ongoing
Pilot new homework practice K-5 with a focus on literacy.	Wendy Weidenfeller	Leadership Team Meeting Notes September 2016 - ongoing
Implement on-line assessments (Pearson Realize and Go Math) for Grades 3-5	Grade level teachers	Ongoing
Utilize common problem solving process across grades (Third– Fifth grade) in mathematics (CUBES strategy)	Wendy Weidenfeller Amy Silva	October 2016/Ongoing

CLIMATE AND CULTURE

Goal Statements

District

2. Provide a continuum of resources and support to enable administrators and educators to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English language learners.

East Fairhaven School

2. We will build a sense of community and foster success for all students by establishing a school culture that is safe, challenging, and joyful as measured by student, staff, and parent surveys.

Action Steps	Facilitated By	Benchmark
Create an elementary leadership team with East and Wood administration	Wendy Weidenfeller	Elementary Leadership Agendas Ongoing
Create Leadership Team with school representatives that meets monthly to discuss school issues and school improvement	Wendy Weidenfeller	Leadership Team Agendas September -ongoing
Continue to implement strategies related to the Responsive Classroom approach	Wendy Weidenfeller RC Ambassadors	Observations Ongoing
Four teachers, who attended a four-day summer institute, will serve as the school’s resident experts (RC Ambassadors) for Responsive Classroom support for staff	RC Ambassadors	Conference notes/attendance July 2016
RC ambassadors will provide professional development during the summer, afterschool and professional development days regarding the Responsive Classroom approach	RC Ambassadors	PD Agendas Ongoing
Administration will attend national leadership conference on Responsive Classroom and share ideas district and school wide.	Wendy Weidenfeller Amy Silva	Conference attendance October 2016
School-wide Book Club will meet monthly to discuss <u>The Innovator’s Mindset</u> and application of learning	Wendy Weidenfeller	Staff meeting Agendas October 2016 – May 2017
Create district wide Social and Emotional Learning Team to guide the SEL of our elementary schools <ul style="list-style-type: none"> Facilitate district PD around Responsive Classroom Approach 	Amy Silva	Curriculum Team Agendas Ongoing
Adopt a Passion theme (What makes your heart sing? Celebrating your passion) where staff and students share what they are passionate about <ul style="list-style-type: none"> Culminating student passion project/celebration 	Leadership Team	Monthly Staff FYIs September 2016/Ongoing
Structure school-wide morning meeting <ul style="list-style-type: none"> Vocabulary Word of the Week (positive character trait) Students share stories of displaying that trait 	Wendy Weidenfeller	Morning Meeting Agenda Ongoing

<ul style="list-style-type: none"> • Highlight school-wide theme (celebrating your passion) • Birthday announcement • Daily School Pledge • Invite families to attend Morning Meeting on Fridays 		
<p>Create a school mural to make the lobby more welcoming</p> <ul style="list-style-type: none"> • Establish a committee with staff and parents 	Wendy Weidenfeller	Final product November 2016 – January 2017

PARTNERSHIPS WITH FAMILIES AND COMMUNITY

Goal Statements

District

3. Communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families.

East Fairhaven School

3. In order to engage in regular two-way communication with families, we will increase opportunities for parents to become engaged in their child's learning throughout the year. We will increase opportunities for families to become more engaged in the community throughout the year.

Action Steps	Facilitated By	Benchmark
Utilize X2 to email families weekly about school information, events and activities	Wendy Weidenfeller	Weekly emails September 2016 - ongoing
Develop school Facebook page and update monthly with school reminders and pictures	Wendy Weidenfeller	Facebook Page September 2016 - ongoing
Partner with PTO to coordinate family events to increase family engagement (i.e. Movie Night, Spaghetti Dinner, etc)	Wendy Weidenfeller	PTO Calendar of Events September 2016 - ongoing
Provide a Literacy Night event for students and families	Wendy Weidenfeller	Informational flyer March 2017
Fourth and Fifth Grade students participate in School Science Fair	Wendy Weidenfeller	Informational flyer May 2017
Buddy Classrooms (Grades K/3, 1/4, 2/5) will meet at least monthly to focus on relationship building through common activities, learning, and projects	Grade Level Teachers	Teacher Lesson Plans Ongoing
Communicate with Office of Tourism regarding town events and relay information to families	Wendy Weidenfeller	Weekly emails to families November 2016
Continue Mentoring program where staff will serve as Mentors to selected students	Patrice Nogueira (school counselor)	Meeting notes November 2017 - ongoing
Increase school volunteerism (family members, Voc-tech students, Fairhaven High School students: School to Career)	Wendy Weidenfeller	Volunteer sign-in sheets September 2016 - ongoing
Provide volunteer training	Wendy Weidenfeller	Attendance December 2016
Provide after school clubs (Sole Sisters, Band of Brothers)	Wendy Weidenfeller Amy Silva	Informational flyers Spring 2017
Implement a Guest Readers week with various community members as readers	Wendy Weidenfeller	Informational flyers Spring 2017
Partner with various community providers (Dr. Dills, Southern Mass Credit Union, New Bedford Symphony, New Bedford Ballet, Buzzard Bay Coalition)	Wendy Weidenfeller	Staff monthly FYIs Ongoing
Provide school wide special events (Veterans' Day program, All-school Thanksgiving meal, Reading Celebration)	Wendy Weidenfeller	Staff monthly FYIs Ongoing
Fifth Grade students complete twenty hours of community service in and out of school.	Wendy Weidenfeller	Student Community Service Logs December 2016 - June 2017

SAFETY AND SECURITY

District

3. Communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families.

East Fairhaven School

3. We will continue to revise and implement policies that maintain safety and security for all students and staff.

Action Steps	Facilitated By	Benchmark
Fifth Grade students group to be trained to serve as "Problem Solvers" in supporting other students who seek advice from the group	Patrice Nogueira (school counselor)	Meeting Notes October 2016 - ongoing
The Crisis Team reviews the School Safety Plan including Multi-hazard Emergency Plan	Wendy Weidenfeller	Meeting Notes September 2016
Provide professional development to staff in school safety procedures	Amy Silva	Staff Meeting Agendas August
Practice safe building exiting throughout the year	Wendy Weidenfeller	Fire department September 2016 – June 2017 occurs monthly
Perform bus evacuation and bus safety lesson	Amy Silva	October 2016
Create a substitute and volunteer handbook with important school safety information	Amy Silva	Completed Handbooks November – January 2017
Student Support Team (SST) meets weekly to discuss any student academic, social and emotional concerns	Wendy Weidenfeller	Ongoing weekly
Additional .5 school counselor to work collaboratively with current East school counselor in attending to the social emotional needs of students. <ul style="list-style-type: none"> • Counseling team collaborates regularly to improve continuum of services 	Wendy Weidenfeller	August 2016 - ongoing