

NORTON PUBLIC SCHOOLS

Henri A. Yelle Elementary School: *School Improvement Plan* 2015 - 2018



Anthony P. DiFonso, Principal

Henri A. Yelle Elementary:
School Council 2015-2016

Position	Name	Affiliation
Chair	Anthony P. DiFonso	Principal
T.B.D.	Freddie Desrosier	Special education teacher (grade five)
T.B.D.	Beth Morley	Grade five classroom teacher
T.B.D.	Carol St. John	Grade four classroom teacher
T.B.D.	Karen Giovanoni	Parent
T.B.D.	Karen LaCamera	Parent
T.B.D.	Mary Murray	Parent

Henri A. Yelle Elementary School

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District Mission Statement

Guided by our Core Values, the Norton Public Schools, in active partnership with parents and the community, will provide each student with a quality education, one which fosters personal development and intellectual growth and prepares each to contribute and succeed as a productive and responsible global citizen in the 21st century.

School Mission Statement

The mission of the Henri A. Yelle Elementary School is to provide a safe, secure, and nurturing learning environment which supports all students. We maintain high expectations for all learners to ensure that students reach their maximum potential, while developing 21st century learning skills. We value communication and collaboration with parents and among school staff and understand that we must work as a team to achieve success for all.

School Goal #1: Students will demonstrate increased academic achievement in the area of English Language Arts.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>	<u>Timeline</u>	<u>Evaluation</u>
<ul style="list-style-type: none"> ▪ Identify students needing targeted interventions based on 2015 MCAS data, 2015-16 STAR Assessment data, and all in-class benchmark and performance data. ▪ In grades four and five, from spring 2015 to spring 2016, we will reduce by 40% the number of students scoring Warning/Needs Improvement on the ELA state assessment. ▪ In grades four and five, from spring 2015 to spring 2016, we will reduce by 10% the number of students scoring Warning on the ELA state assessment. ▪ In grades four and five, from spring 2015 to spring 2016, we will increase by 10% the 	<ul style="list-style-type: none"> ➤ Curriculum director ➤ Principal ➤ Teachers ➤ Title I Tutors 	<ul style="list-style-type: none"> • Administer four STAR assessments, as well as end-of-unit benchmark assessments throughout the year. • Analyze student data from each assessment in order to identify priority standards. • Differentiate and align instruction for all respective students based on data from assessments and in-class performance through creation of intervention groups. • Align instruction with student learning needs that have been identified through formative assessments. • Progress monitor students most in need, which will drive and tailor their instruction going forward. • Provide tiered and targeted instructional support for all students. • Allot for time in order for teachers to collaborate through the use of PLCs and staff meetings. • Focus classroom observations on teachers executing instruction in a rigorous manner, while differentiated at a student’s respective level of need (i.e. tiered intervention groups). • Use post-observation meetings/or in-class coaching to be a resource to teachers. This will be a collaborative effort where we assess/reassess the needs a student has, research alternative intervention strategies if existing ones are not working, all in an effort to assist students in reaching a level of mastery given the respective standard. • Provide each teacher in grades 4-5 with a list of identified priority standards based on the 2015 ELA MCAS. • Conduct data review meetings to analyze respective assessment results. • Arrange for teachers to peer observe one another in areas that may need strengthening. • Utilize the I.S.T. process as a means in which a collection of teachers 	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>P/O</p>

<p>number of students scoring Advanced on the ELA state assessment.</p> <ul style="list-style-type: none"> ▪ Improve the average percent correct by 2 % or more in ELA on District Determined Measures (DDMs). ▪ Increase the school’s Composite Performance Index (CPI) each year for the ELA state test. The baseline CPI for 2015 was 85.0 for ELA. For 2016, the CPI target is 91.9 target for ELA. For 2017, the CPI target for ELA is 93.1. For 2018, the CPI target for ELA will be set by the state. 		<p>from the school meet to discuss any particular student for whom a referral has been made for academic/or behavioral concerns.</p> <ul style="list-style-type: none"> • Title I staff will meet regularly with principal as to how those identified students in need are faring with their respective services and what else, if anything, those students are in need of receiving. 		
<ul style="list-style-type: none"> ▪ Improve overall writing skills through implementation of a consistent writing program (i.e. Collins). 	<ul style="list-style-type: none"> ➤ Curriculum director ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> • Provide targeted small group instruction. • Focus on the writing process in order to support students’ ability to successfully publish a piece of work (i.e. focus correction areas). • Use writing samples as models for focus editing and “next steps.” • Increase practice of responding to short response/open-ended questions at each grade level (oral and written). • Emphasize grade-appropriate conventions of writing through modeling, graphic organizers, and focused practice. • Provide consistent grade-level writing prompts each term. 	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>P/O</p>

*Evaluation: **C=Completed I=Implemented P=Partially Implemented O=Ongoing*

2015 ELA MCAS Data

➤ ELA: Grade four

<u>ELA</u>	<u># of students</u>	<u>% School</u>	<u>% State</u>
Advanced	15	8%	11%
Proficient	77	42%	43%
Needs Improvement	73	40%	33%
Warning/Failing	19	10%	14%
Total Included	184		

➤ This past year, the percentage of students scoring Proficient/Advanced was 50%, which represents a -12% decrease from 2014.

➤ ELA: Grade five

<u>ELA</u>	<u># of students</u>	<u>% School</u>	<u>% State</u>
Advanced	48	25%	23%
Proficient	100	52%	48%
Needs Improvement	32	17%	20%
Warning/Failing	12	6%	9%
Total Included	192		

➤ This past year, the percentage of students scoring Proficient/Advanced was 77%, which represents a +5% increase from 2014.

School Goal #2: Students will demonstrate increased academic achievement in the area of mathematics.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>	<u>Timeline</u>	<u>Evaluation</u>
<ul style="list-style-type: none"> ▪ Identify students needing targeted interventions based on 2015 MCAS data, 2015-16 STAR Assessment data, and all in-class benchmark and performance data. ▪ In grades four and five, from spring 2015 to spring 2016, we will reduce by 40% the number of students scoring Warning/Needs Improvement on the math state assessment. ▪ In grades four and five, from spring 2015 to spring 2016, we will reduce by 10% the number of students scoring Warning on the math state assessment. ▪ In grades four and five, from spring 2015 to spring 2016, we will increase by 10% the 	<ul style="list-style-type: none"> ➤ Curriculum director ➤ Principal ➤ Teachers ➤ Title I Tutors 	<ul style="list-style-type: none"> • Administer four STAR assessments, as well as end-of-unit benchmark assessments throughout the year. • Analyze student data from each assessment in order to identify priority standards. • Differentiate and align instruction for all respective students based on data from assessments and in-class performance through creation of intervention groups. • Align instruction with student learning needs that have been identified through benchmark and formative assessments. • Progress monitor students most in need, which will drive and tailor their instruction going forward. • Provide tiered and targeted instructional support for all students. • Allot for time in order for teachers to collaborate through the use of PLCs and staff meetings. • Focus classroom observations on teachers executing instruction in a rigorous manner, differentiated at a student’s respective level of need (i.e. intervention groups). • Use post-observation meetings/or in-class coaching to be a resource to teachers. This will be a collaborative effort where we assess/reassess the needs a student has, research alternative intervention strategies if existing ones are not working, all in an effort to assist students in reaching a level of mastery given the respective standard. • Provide each teacher in grades 4-5 with a list of identified priority standards based on the 2015 Math MCAS. • Conduct data review meetings to analyze respective assessment results. • Arrange for teachers to peer observe one another in areas that may need strengthening. • Provide use of manipulatives as models to support mathematical 	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>P/O</p>

<p>number of students scoring Advanced on the math state assessment.</p> <ul style="list-style-type: none"> ▪ Improve the average percent correct by 2 % or more in Mathematics on District Determined Measures (DDMs). ▪ Increase the school’s Composite Performance Index (CPI) each year for the math state test. The baseline CPI for 2015 was 81.5 for math. For 2016, the CPI target is 91.4 target for math. For 2017, the CPI target for math is 92.6. For 2018, the CPI target for math will be set by the state. 		<p>concepts</p> <ul style="list-style-type: none"> • Increase usage of teacher-directed math centers (Daily 3). • Increase opportunities to answer open response math questions through math talk and options to “show what you know” (oral and written). • Increase the use of math journals to show and explain mathematical problem-solving and steps to solutions. • Incorporate the use of math written response prompts and scoring rubrics. • Incorporate math fact fluency regularly. • Utilize the I.S.T. process as a means in which a collection of teachers from the school meet to discuss any particular student for whom a referral has been made for academic/or behavioral concerns. • Title I staff will meet regularly with principal as to how those identified students in need are faring with their respective services and what else, if anything, those students are in need of receiving. 		
<ul style="list-style-type: none"> ▪ Effectively implement the McGraw-Hill <i>My Math Program using Daily 3</i>. 	<ul style="list-style-type: none"> ➤ Curriculum director ➤ Principal ➤ Teachers ➤ Title I Tutors 	<ul style="list-style-type: none"> • Use consistent mathematical language. • Incorporate the CCSS eight mathematical practices in daily lessons and activities. • Utilize the technology components of <i>My Math</i>. 	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>P/O</p>

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2015 Math MCAS Data

➤ Math: Grade four

<u>Math</u>	<u># of students</u>	<u>% School</u>	<u>% State</u>
Advanced	26	14%	19%
Proficient	63	34%	29%
Needs Improvement	80	43%	40%
Warning/Failing	15	8%	13%
Total Included	184		

- This past year, the percentage of students scoring Proficient/Advanced was 48%, which represents a +6% increase from 2014. Of more significance is the fact that since 2012, this is the first time grade four math has seen a positive increase.

➤ Math: Grade five

<u>Math</u>	<u># of students</u>	<u>% School</u>	<u>% State</u>
Advanced	51	27%	35%
Proficient	67	35%	32%
Needs Improvement	54	28%	21%
Warning/Failing	18	9%	12%
Total Included	190		

- This past year, the percentage of students scoring Proficient/Advanced was 62%, which represents a -5% decrease from 2014. However, despite a drop in the percentage as fifth graders compared to the previous fifth grade class, this same cohort of students in grade four combined for 42% Proficient/Advanced but increased to 62% Proficient/Advanced as fifth graders.

School Goal #3: Increase opportunities for students to learn in a variety of ways aside from traditional classroom learning.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>	<u>Timeline</u>	<u>Evaluation</u>
<ul style="list-style-type: none"> ▪ Integrate technology in all areas of curriculum. 	<ul style="list-style-type: none"> ➤ Director of technology ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> • Incorporate the use of interactive white boards, document cameras, websites, and digital media into core curriculum lessons and activities. • Employ the use of Plickers as a formative assessment tool in the classroom. This can provide immediate, real-time results to identify how each student comprehended a specific content skill. • Students will access Google docs, which is a more efficient and immediate avenue in which teachers can offer feedback directly in a multitude of different assignments. This also allows for students to collaborate with one another on the same document. • The STAR assessments will all be taken on Chromebooks. Currently, the Yelle School has 112 available to us. • Students will go online for weekly assignments within the program, “Xtra Math,” as a means to review facts and participate in interactive math-related activities. 	2015-2016 2016-2017 2017-2018	I/O
<ul style="list-style-type: none"> ▪ Connect core curriculum content to the arts (music, art, movement). 	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Specialists 	<ul style="list-style-type: none"> • Collaborate with special subject educators to “connect” core content with the arts, through integrated lessons and activities that encourage expression through the arts. 	2015-2016 2016-2017 2017-2018	P/O
<ul style="list-style-type: none"> ▪ Include multi-modality, cross grade/school learning opportunities. 	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> • Continue “in school field trips/studies” (science and social studies). • Promote Wheaton Helpers for Homework Heroes. • Obtain high school involvement with science fair and research. 	2015-2016 2016-2017 2017-2018	I/O
<ul style="list-style-type: none"> ▪ Provide opportunities for parent and community involvement in student learning. 	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Dean of students ➤ Community members 	<ul style="list-style-type: none"> • Plan and run two school parent curriculum nights for grade four and grade five respectively with all teachers presenting. • Encourage parent volunteers within the classroom setting. • Collaborate with other schools in the district, as well as Wheaton College, for extended learning options. • Invite community members into the school and classrooms as guests (i.e. school resource officer). 	2015-2016 2016-2017 2017-2018	I/O

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School Goal #4: Address the needs of at-risk students.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>	<u>Timeline</u>	<u>Evaluation</u>
<ul style="list-style-type: none"> ▪ Provide explicit instruction at students' level of learning. ▪ Consistent monitoring of the overall needs of the whole child. 	<ul style="list-style-type: none"> ➤ Principal ➤ Pupil services director ➤ Teachers ➤ Title 1 Tutors ➤ School adjustment counselor ➤ Dean of students ➤ School psychologist ➤ Nurse ➤ TEAM Chair 	<ul style="list-style-type: none"> • Align instruction with student learning needs that have been identified through formative assessments (tiered instruction) and state mandated measures. • Utilize the I.S.T. process as a means in which a collection of teachers from the school meet to discuss any particular student for whom a referral has been made for academic/or behavioral concerns. • Title I staff will meet regularly with principal as to how those identified students in need are faring with their respective services and what else, if anything, those students are in need of receiving. • Implement a comprehensive and effective R.T.I. model • Look to potentially increase staff support. • Develop and implement a Child Check-In Team (C.C.T.), comprised of the principal, dean, adjustment counselor, school psychologist, nurse, and TEAM chair, in order to meet on a bi-weekly basis to identify students in need of academic, social, and emotional support. 	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>P/O</p>
<ul style="list-style-type: none"> ▪ Provide parent opportunities to access the curriculum. 	<p>Principal Team Chairperson Teachers Specialists</p>	<ul style="list-style-type: none"> • Provide supplemental materials and information to support curriculum at home (newsletters, webpages, Open House, "at home" activities, etc.). • Plan and run two school parent curriculum nights for grade four and grade five respectively with all teachers presenting. Parents will receive an overview of curriculum, while having opportunities to work on the same material their students do on a daily basis. 	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>I/O</p>

*Evaluation: **C=Completed I=Implemented P=Partially Implemented O=Ongoing*

School Goal #5: Maintain a safe and respectful learning environment and provide school based activities that offer additional opportunities for learning.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>	<u>Timeline</u>	<u>Evaluation</u>
<ul style="list-style-type: none"> ▪ Ensure safety plans are in place with practice drills for effective implementation. 	<ul style="list-style-type: none"> ➤ Police Department ➤ Fire Department ➤ Principal ➤ All staff ➤ District 	<ul style="list-style-type: none"> • Practice lockdown drills (A.L.I.C.E.). • Update and familiarize all staff and students with safety protocols and crisis plan. • Continue open communication and collaboration with the school resource officer. • Execute regular fire drills. • Post updated medical emergency response plans in all classrooms and offices. 	2015-2016 2016-2017 2017-2018	I/O
<ul style="list-style-type: none"> ▪ Provide explicit instruction of expected classroom, hallway, bathroom and cafeteria behaviors. 	<ul style="list-style-type: none"> ➤ All staff 	<ul style="list-style-type: none"> • Post fire evacuation procedures in all rooms. • Send home a copy of the student handbook to all students on the first day of school. • Model appropriate behavior. • Emphasize exemplary behaviors. 	2015-2016 2016-2017 2017-2018	I/O
<ul style="list-style-type: none"> ▪ Support and encourage appropriate behavior throughout the day so that these will become embedded in the children. 	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Dean of students ➤ School adjustment counselor 	<ul style="list-style-type: none"> • Implement use of “Social Thinking” concepts and monthly classroom lessons conducted by guidance personnel (i.e. respect; honesty, courtesy, etc.). • Create opportunities for cooperative learning. • Conduct monthly all-school assemblies and recognize one student from each room as a student of the month. 	2015-2016 2016-2017 2017-2018	P/O

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