

Beverly Farms School 2013-2014 School Improvement Plan

Student and Stakeholder Focus

Analysis of 2013 Report card data, teacher identification, MClass, Fountas and Pinnell, MAP-P, MAP-R, and math disaggregated data led to the identification of students that will receive extra instructional support in the form of small group instruction and whole group support.

As a result of root cause analysis, it was revealed that students need:

- regular opportunities in all classes for students to demonstrate learning through effective and purposeful small group instruction that is differentiated.
- regular opportunities in all classes to demonstrate learning through effective and purposeful writing and speaking as defined by the CCSS.
- Regular opportunities to interact with content-focused text

Faculty and Staff Focus

In order to provide effective instruction for all students, including targeted subgroups, the staff has identified the following areas requiring staff development:

- Planning for small group instruction to increase engagement through:
 - Differentiation
 - Discourse
 - Writing
- Beverly Farms ES Focus Areas:
 - Writing:
 - Text Dependent Questions across content areas
 - Process Writing across content areas
 - Inquiry/Problem Solving Projects
 - Critical and Creative Thinking Skills
 - Vocabulary Study

Leadership

- **Vision:** Beverly Farms, in partnership with the community, is committed to excellence in teaching and learning, in a caring environment where diversity is respected.
- **Mission:** The mission of Beverly Farms Elementary School is to ensure that all students can and will be successful in reaching their academic and personal goals. We nurture individual talents, honor individual differences, and celebrate collective achievements. By working together and supporting each other, our community will strive to create a warm, safe environment in which each member feels respected and valued. Through engaging and challenging learning opportunities, high expectations, and shared responsibility, our students will become life-long learners and leaders.
- **Communication/Monitoring:** Staff will meet in teams to analyze student data and inform instructional practices for continued school improvement. School Improvement Team will meet to analyze and review student data and the school improvement process. Staff will share our school's vision, mission, goals and progress with the school community. Pertinent information is updated and shared on a regular basis through multiple means of technology. The Leadership Team will monitor all school improvement initiatives through quarterly data chats and weekly team meetings.

Strategic Planning

Writing Across All Content Areas to Increase Performance in All Content Areas

- Students in grades K-5 will increase their knowledge and skills in answering text dependent questions and process writing. This will increase overall performance across all content areas.
- Students in grades K-5 will continue to meet and exceed the 2013 reading and math proficiency levels set for MCPS, and the number of students performing with advanced proficiency will increase by 2%.
- Students in grades K – 5 will continue to meet and exceed the 3 framework competencies set for MCPS.
- Students in grade K-5 demonstrating below grade level performance have been identified to receive extra individual and small group instruction.
- Specific focus in all content areas will be on eliminating the achievement gap between all subgroups through extra individual and small group instruction.

Process Management

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address school improvement needs focused on writing across content areas, critical thinking skills and student engagement:

- Weekly Grade Level Team Planning Meetings
 - Monthly Vertical Team Planning and Discussion
 - Quarterly Data Chats (writing across content areas)
 - Monthly Collaborative 2.0 Planning and Problem Solving Meetings
 - Weekly small group instruction planning meetings
 - Schedules (Master Block Schedule, Support Schedule, Paraeducator Schedule)
 - Ongoing and timely staff development for professionals and support staff
- Implement effective weekly small group instruction in order to increase student engagement, differentiation, and opportunities for student discourse within daily lessons to challenge and support all learners. This process will include Administrative and Peer Walk-throughs focused on:
- Differentiated small group instruction
 - Equitable Instruction
 - Technology-infused Instruction
 - Student and staff engagement

Organizational Performance Results

See Data Attached

- MSA Reading
- Fountas and Pinnell
- MSA Math
- Map R
- Map P
- Writing

Measurement, Analysis, and Knowledge Management

Beverly Farms Elementary will utilize multiple sources to monitor student progress:

- Fountas and Pinnell
- MClass
- MAP-R
- MAP-P
- Special Education Monitoring and Review
- Review of Online Grade Book
- Review of Walk-through Data
- Writing: 6&1 Traits, Text Dependent Questions, Process Writing, Shared Scoring/Assessment
- Vocabulary Growth