

Quincy Public Schools School Improvement Plan 2018 - 2019



School: Beechwood Knoll Elementary School

Principal: Janet J. Loftus

Assistant Principal: Nancy Barron

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I. Principal's Path

Dear Members of the Quincy School Committee:

It is an honor for me, as the new principal of Beechwood Knoll, to present the School Improvement Plan for the 2018-2019 school year. Coming in as a new member to the BKS Community, I feel a sense of pride in working with the staff and the families to ensure the growth and development of our students. In just a short amount of time, many teams have met in order to create a shared vision for our school and for our children as we all work together under the Principal's Path Initiative.

As part of our Principal's Path Initiative, our school's Design Team has developed a goal for this year of strengthening our Family Connections outside of the regular school day. Multiple events beyond the bell are being planned to support our families in areas the team feels would be beneficial. Our School Council is also committed to this vision, wanting to help drive this collaboration forward through shared curriculum support, both in Science and in Math both in and outside of the school day. This type of initiative will be made possible with the support of our PTO, who is actively involved in supporting our students and staff in many ways over the course of the year.

Within the school day, our teachers are utilizing data in ways that are beyond impressive. From MCAS data, to MAP and MPG assessments, in addition to DIBELS, Journeys Assessments, and Go Math Benchmark Assessments, we are able to drive our instruction purposefully in order to truly promote growth in all students. Site-based Professional Development allows us to spend the time needed to look at student data in conjunction with the Massachusetts Curriculum Frameworks so that all students are given the opportunity to master the standards at all levels across all disciplines. Teachers meet in vertical teams in order to share best practices in each discipline, as well as to align our instruction and assessments vertically to support our students as they move from grade to grade. Math, ELA, and Science Teams meet multiple times a year in order to keep the goals of collaboration and growth at the forefront of our focus. We also meet in Grade Level Teams, which allows teachers to share the vision of our vertical teams, to plan collectively, to create flexible groups of students based on their specific needs, and to offer targeted assistance to small groups of students who may need more support. Together, our data driven teams along with our professional development opportunities allow the teachers of Beechwood Knoll to offer our students a well developed, high standard of education each and every day.

Furthermore, as we look at our new Accountability Ratings and the new indicators that assess our school currently and in the future, we are focusing on our after school programs as an avenue to reach our students even more than in past years. We are able to take the time outside of the school day to offer support and instruction on the fundamental skills that will carry over into their classroom success. The extended day programs also offer an incentive for students to come to school, as they are high-interest programs that the children enjoy and are engaged in, which will in turn support our attendance rates. We hope that targeting certain students in these programs will benefit the whole child before, during, and after the school day.

While I am very happy with the achievements our school has made on our SIP Goals from the 2017-2018 school year, there is always more work to be done. I look forward to collaborating with the staff, the parents, and the multiple teams in place in order to help drive our Beechwood Knoll Elementary School forward under the Principal's Path Initiative. I anticipate this upcoming year to be full of hard work from the staff, from the students and from myself, and I hope to not only meet the goals we have set for ourselves, but to exceed them in as many areas as possible.

Thank you for your support as we move forward together this school year. We look forward to your input and reflections as we strive to achieve our goals.

Sincerely,

Janet J. Loftus
Principal

II. Improvement Plan

A. Assessment

1. MCAS Data

Beechwood Knoll’s Progress Toward Improvement Targets

Achievement - Next-Generation MCAS average composite scaled score - Non-high school							
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
ELA All students	509.5	510.7	1.2	511.2	152	3	Met Target
ELA Lowest Performing	486.0	490.5	4.5	489.9	24	4	Exceeded Target
ELA High Needs	502.2	504.4	2.2	503.8	85	4	Exceeded Target
Math All students	508.0	504.9	-3.1	509.2	152	0	Declined
Math Lowest Performing	486.5	485.4	-1.1	489.3	24	0	Declined
Math High Needs	506.7	503.8	-2.9	508.1	85	3	Met Target
Science All students	86.3	86.6	0.3	88.5	56	3	Met Target
Science High Needs	81.9	79.7	-2.2	85.1	32	3	Met Target

Growth, ELA and Mathematics – Non-high school					
Group	2018 Mean SGP	2018 Target	N	Points	Reason
ELA All students	60.9	50.0	97	4	Exceeded Target
ELA Lowest Performing	54.2	50.0	24	3	Met Target
ELA High Needs	62.2	50.0	55	4	Exceeded Target
Math All students	45.5	50.0	97	2	Below Target
Math Lowest Performing	44.2	50.0	24	2	Below Target
Math High Needs	48.7	50.0	55	2	Below Target

Progress Toward Attaining English Language Proficiency – Non-high school							
Group	2017 Rate (%)	2018 Rate (%)	Change	2018 Target	N	Points	Reason
English Learners/Former ELs	79.1	73.8	-5.3	70.2	42	3	Met Target

Other Indicators							
Group	2017 Rate (%)	2018 Rate (%)	Change	2018 Target	N	Points	Reason
Chronic Absenteeism – All students	2.4	2.8	-0.4	1.4	285	4	Exceeded Target

2. MCAS Achievement Levels

Beechwood Knoll Grade 3 ALL Students

English Language Arts	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Exceeding Expectations	10	22	15	6	12	12
Meeting Expectations	24	52	43	26	52	45
Partially Meeting Expectations	10	22	34	17	34	37
Not Meeting Expectations	2	4	8	1	2	5
Total	46			50		

Grade 3 English Language Arts

- In 2018, 64% of 3rd grade students fell under the Exceeding/Meeting Expectations, which is 7% more than the District.
- This percentage is 10% less than our 2017 percentage, where 74% of students were Exceeding/Meetings Expectations.
- 2% of our 3rd graders fell in the Not Meeting Expectation category, which is less than the prior years' 4%.

Math	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Exceeding Expectations	6	13	10	7	14	11
Meeting Expectations	24	52	47	29	58	43
Partially Meeting Expectations	16	35	34	12	24	37
Not Meeting Expectations	0	-	9	2	4	9
Total	46			50		

Grade 3 Mathematics

- In 2018, 72% of our 3rd graders are Exceeding or Meeting Expectations in Mathematics, which is 18% higher than the district.
- This percentage is an increase of 7%, as compared to the students Exceeding and Meetings Expectations in 2017.
- In 2017, 0 students fell in the Not Meeting Expectation category, whereas 4% are Not Meeting Expectations in 2018.

Beechwood Knoll Grade 4 ALL Students

English Language Arts	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Exceeding Expectations	9	16	13	6	13	16
Meeting Expectations	28	51	44	27	59	48
Partially Meeting Expectations	17	31	36	12	26	29
Not Meeting Expectations	1	2	7	1	2	7
Total	55			46		

Grade 4 English Language Arts

- In 2018, 72% of our 4th grade students Met or Exceeded Expectations, which is 8% higher than the District and 5% higher than 67% of students Meeting or Exceeding Expectations in 2017.
- Grade 4 Students’ Mean Student Growth Percentage (SGP) in ELA was 49.5%, which falls within the goal range of 40-60%.
- 2% of our students did Not Meet Expectations in 2018, which is the same percentage as in 2017.

Math	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Exceeding Expectations	7	13	6	3	7	10
Meeting Expectations	32	58	49	20	43	44
Partially Meeting Expectations	13	24	35	20	43	36
Not Meeting Expectations	3	5	9	3	7	10
Total	55			46		

Grade 4 Mathematics

- In 2018, 50% of our 4th graders Exceeded or Met Expectations in math, which is 4% less than the district and 19% less than the prior year of 71% of students Exceeding or Meeting Expectations in math.
- Our Mean Student Growth Percentage for Grade 4 Math is 34.4%, less than the 40-60% goal range.

Beechwood Knoll Grade 5 All Students

English Language Arts	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Exceeding Expectations	3	5	7	10	18	10
Meeting Expectations	30	48	47	31	55	53
Partially Meeting Expectations	25	40	37	11	20	32
Not Meeting Expectations	4	6	9	4	7	5
Total	62			56		

Grade 5 English Language Arts

- In 2018, 73% of 5th grade students Met or Exceeded Expectations in ELA, which is 10% higher than the district, and 20% higher than the number of students in these same categories in 2017.
- Grade 5 Mean Growth Percentage in 2018 is 70.4%, which is above the 40-60% goal range for growth.
- The percentage of students in the Partially Meeting Expectation category was cut in half from 2017 at 40% to 2018 at only 20%.

Math	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Exceeding Expectations	2	3	9	3	5	6
Meeting Expectations	36	58	45	32	57	49
Partially Meeting Expectations	21	34	38	17	30	38
Not Meeting Expectations	3	5	8	4	7	7
Total	62			56		

Grade 5 Mathematics

- In 2018, 62% of 5th grade students Met or Exceeded Expectations in math, which is 7% higher than the state, and 1% higher than the percentage of students in 2017 who Met or Exceeded Expectations.
- The grade 5 Mean Student Growth Percentage was 54.6%, which falls between the 40-60% goal range.
- 7% of our students are in the Not Meeting Expectations in 2018, which is the same as the District, and is 2% more than our students in 2017.

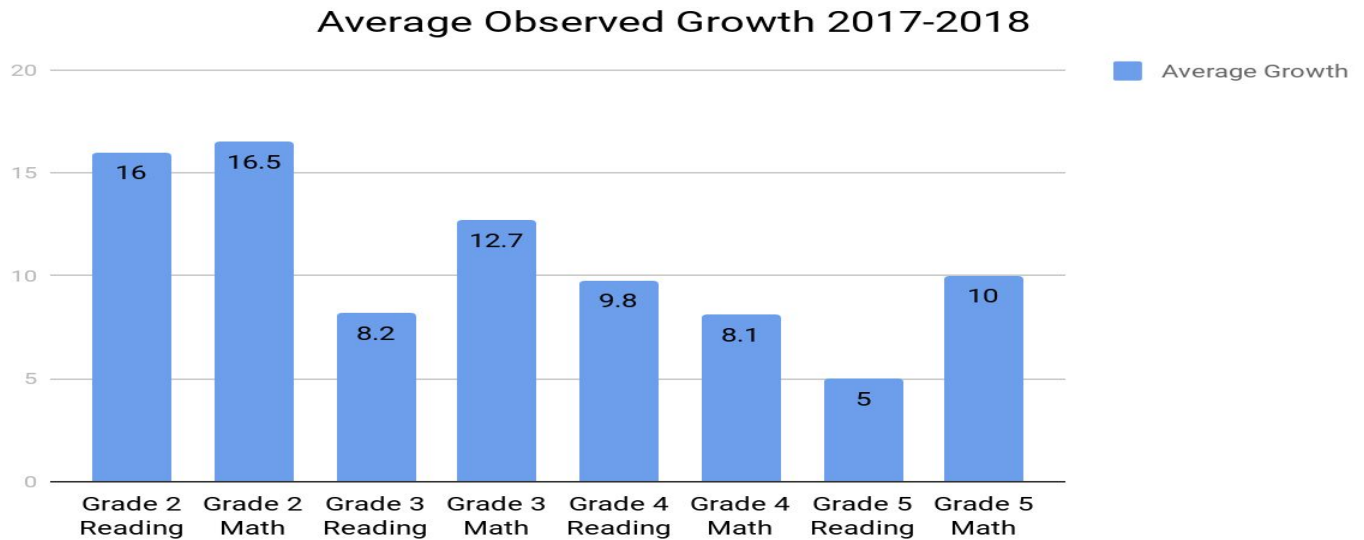
Science and Technology/Engineering	N Included 2017	% School 2017	% District 2017	N Included 2018	% School 2018	% District 2018
Advanced	11	18	22	21	38	22
Proficient	29	47	32	19	34	33
Needs Improvement	17	27	35	12	21	36
Warning/Failing	5	8	11	4	7	9
Total	62			56		

Grade 5 Science and Technology/Engineering

- In 2018, 72% of our 5th graders were Advanced or Proficient in Science, which is 17% higher than the District, and 7% higher than our percentages in 2017 in those same categories.
- 7% of students are in the Warning Category in 2018, which is 2% less than the district.
- 38% of our 5th graders are Advanced in 2018, which is 20% more than the percentage of our students in the Advanced category in 2017.

3. MAP Growth

The MAP assessment measures growth throughout the year, in the form of a RIT score (Rasch Interval Unit), to inform instruction in the areas of Reading and Mathematics. The MAP assessment is administered three times per year (Fall, Winter, Spring) to all students in grades 2-7.



MAP Growth

- Grade 2 Average Observed Growth exceeded our goal of an average of 10 RIT Points in both Math and Reading.
- Grade 3 Reading did not meet the goal at an average of 8.2 RIT Points. Grade 3 Math exceeded the goal by 2.7 RIT Points.
- Grade 4 did not make our goal of an average observed growth of 10 RIT points, both falling shy by a marginal amount.
- Grade 5 Reading did not meet the intended goal. However, the “Norm Grade Level Mean RIT” in grade 5 is listed as 211.8, and our grade 5 students scored a Mean RIT of 215.7 in the Spring of 2018, 3.9 points higher than the norm, despite not meeting the goal.
- Grade 5 Math did meet the intended goal of an average observed growth of 10 RIT Points.

B. School Goal Statements and Action Steps

SMART Goal # 1: Reading

During the 2018-2019 school year, students will show evidence of growth and achievement in Reading as measured by an increase in the number of students meeting/exceeding expectations on the Next Generation MCAS Spring 2019 Report (CU406) and an increase of 10 RIT points above the Fall average in grades 2-4 and 5 RIT points in grade 5 as indicated by the Spring 2019 MAP School Summary Report.

Throughout the 2018-2019 school year, each grade level and vertical team will address each of the Anchor Standards of the MA Curriculum Frameworks for ELA by working collaboratively to:

- Develop standards based lessons that meet the needs of all learners.

- Work collaboratively with Literacy, ELE and Special Education teachers differentiate instruction appropriately.

- Develop common formative assessments to measure ongoing progress.

- Utilize formative and summative assessment data to improve instructional practices and develop appropriate intervention strategies when necessary.

To successfully achieve SMART Goal #1, each grade level and team has developed and committed to strategic and data driven action steps.

Grades K-2 ELA Teams

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	Administer DIBELS and Benchmark Assessments	September, January, and June	DIBELS, Classroom Assessments	Grades K-2 Teachers, Literacy
2	Administer MPG Test	September, January, and May	MPG Data	Grade 2 Teachers, Literacy
3	Attend Close Reading Training with Nancy Boyles	September, October	Meeting Notes, CRU Implementation	Grades K-2 Teachers

4	Implement Close Reading Units in conjunction with Journeys Units to increase exposure to rich texts and improved comprehension and language	September-June	CRCUs, teacher observations, teacher assessments	Grades K-2 Teachers
5	Form Guided Reading Groups in order to give targeted instruction during literacy time	October-June	Teacher notes, observations, assessments	Grades 1-2 Teachers
6	Attend ILT's to assess data to drive flexible, differentiated group instruction	September, February, March	DIBELS, MPG, W-APT	Grades K-2 Teachers, Literacy, SPED, and EL
7	Implement WIN (What I Need) Groups to target specific students' literacy needs in flexible groupings	October-June	DIBELS, W-APT	Kindergarten, SPED, and EL Teachers
8	Integrate technology into instruction to support literacy skills	October-June	Reading Eggs, Lexia	Grades K-2 Teachers
9	Implement Handwriting without Tears Curriculum	September-June	Scored Student and Assessments, student work samples	Grades Kindergarten and 1 Teachers
10	Meet in Vertical Teams to share best practices and to continue to develop curriculum and assessments	November, February, April, and June	Meeting Notes, benchmark assessments and data	Grades K-2 Vertical Team, EL, SPED and Literacy
11	Teachers will develop writing skills utilizing <i>Lucy Calkins Units of Study</i> Strategies	October- June	Student Writing Samples, Illustrations, Written Assessments	Grades K-2 Teachers

12	Progress Monitor student progress in literacy, specifically utilizing fluency levels, comprehension, and language skills	November-June	Mini ILTs, student work and assessment samples	Grades K-2 Teachers, EL, SPED
13	Support high needs students in an after school literacy program to offer explicit intervention called <i>Literacy Fun!</i>	October-December	Student work samples, DIBELS data	Grade 1
14	Utilize Google Classroom Assessments and Assignments to increase exposure with technology within the ELA curriculum	November-June	Google Forms, Google Classroom	Grade 2

Grades 3-5 ELA Teams

Step #	WHAT Strategies/Activities	WHEN Timeline	HOW Sources of Evidence	WHO Team/Person Responsible
1	Administer MAP Test	September, January, and May	MAP Data	Grade 3-5 Teachers, Literacy
2	Attend Close Reading Training with Nancy Boyles	September, January, February	Meeting Notes, CRCU Implementation	Grades 3-5 Teachers
3	Implement Close Reading Units in conjunction with Journeys Units to increase exposure to rich texts and improved comprehension and language skills	September-June	CRCUs, teacher observations, teacher assessments	Grades 3-5 Teachers
4	Attend ILT Meetings to assess MAP data which will drive flexible, differentiated group instruction	September, February, March	MAP Data, Student Profile Reports, MCAS Data	Grades 3-5, Literacy, SPED, and EL

5	Teachers will create targeted small guided reading groups, focusing on the Close Reading Units' skills and themes	October-June	Close Reading Units, Shared Google Drive activities, Journeys	Grades 3-5 Teachers
6	Utilize the Learning Continuum reports on NWEA site to target instruction and differentiation based on Common Core Standards	October- June	Benchmark Assessments, Team notes and MAP Data	Grades 3-5, Literacy, SPED, EL
7	Incorporate the benchmark assessments in the Close Reading Units, including short constructed responses, longer text to text responses, and literary analysis.	October-June	Team Meeting Notes, Student Assessments	Grades 3-5 Teachers
8	Support high needs students in an after school LEXIA program to offer explicit intervention in literacy	October-December, February-April	Student work samples, LEXIA levels	Literacy and SPED Teachers
9	Teachers will provide more exposure to elements of craft and structure with an emphasis on figurative language through the use of Storyworks	October- June	Student work samples, Storyworks readings and follow-up assessments	Grades 3-5 Teachers
10	Meet in Vertical Teams to share best practices and to continue to develop curriculum and assessments based on targeted student-groups	November, February, April, and June	Meeting Notes, benchmark assessments and MAP data	Grades 3-5 Vertical Team, EL, SPED and Literacy
11	Incorporate Technology into all disciplines, specifically creating more opportunities for typing in preparation for MCAS	September-June	Typing without Tears, Google Classroom	Grades 3-5, Media, EL, SPED
12	Co-Teach with Digital Literacy Specialists to enhance ELA curriculum through the use of Google Classroom	September-November	Google Forms and Assessments, Student Work Samples	Grades 3-5, Media, Digital Literacy Specialist

SMART Goal # 2: Mathematics

During the 2018-2019 school year, students will show evidence of growth and achievement in Mathematics, as measured by an increase in the number of students meeting/exceeding expectations on the Next Generation MCAS Spring 2019 Report (CU406) and an increase of 10 RIT points above the Fall average in grades 2-4 and 5 RIT points in grade 5 as indicated by the Spring 2019 MAP School Summary Report.

Throughout the 2018-2019 school year, each grade level and vertical team will address both the Content Standards as well as embedding each of the Standards for Mathematical Practice into daily instruction by working collaboratively to:

- Develop standards based lessons that meet the needs of all learners.

- Work collaboratively with Special Education teachers to differentiate instruction appropriately.

- Develop common formative assessments to measure ongoing progress.

- Utilize formative and summative assessment data to improve instructional practices and develop appropriate intervention strategies when necessary.

Each grade level and vertical team has committed to the following action steps to improve students' ability to solve complex mathematical tasks while emphasizing the Standards for Mathematical Practice:

Grades K-2 Math Teams

WHAT

WHEN

HOW

WHO

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1	Teams will administer MAP benchmark assessments	September, February, and June	MAP Testing Data	Grade 2 Teachers, Literacy
2	Teams will attend data meetings to assess MAP data and other formative assessments in order to create targeted groups for differentiated instruction	September, February, June	MAP Data, Classroom Data, Learning Continuum Reports	Grades K-2 Teachers, SPED, EL
3	Teachers will continue to develop differentiated Math Centers that utilize manipulatives in order support the Common Core Standards	October- June	Go Math Assessments, QPS Guided Math Wiki center activities, student work samples	Grades K-2 Teachers, SPED
4	Teachers will use daily number talks to build students' numerical reasoning	October- June	Classroom Observations, Anecdotal Notes	Grades K-2 Teachers, SPED

5	Kindergarten Team will host a Parent Academy after school to foster the home/school connection, focusing on math concepts and the use of manipulatives	January	Family Participation, Take-Home Folder with Supports	Kindergarten Teachers, Administration, SPED
6	Teachers will model how to solve multi-step word problems, using pictures, number sentences, and “I think” statements	October - June	Classroom Observations, Student work samples	Grades 1-2, SPED
7	Students will work in Weekly Math Journals, including Number of the Day activities and Word Problems	October- June	Classroom Observations, Vertical Team Meetings	Grade 2, SPED
8	Incorporate teaching Geometry, Measurement and Data earlier in the year in order to give students more exposure, based on the need shown in our data	November- June	Classroom Assessments and Observations	Grades K-1, SPED

Grades 3-5 Math Teams

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1	Teams will administer MAP benchmark assessments	September, February, and June	MAP Testing Data	Grades 3-5 Teachers, Literacy
2	Teams will attend data meetings to assess MAP data and other formative assessments in order to create targeted groups for differentiated instruction	September, February, June	MAP Data, Classroom Data, Learning Continuum Reports	Grades 3-5 Teachers, SPED, EL
3	Teachers will continue to develop differentiated Math Centers that utilize manipulatives in guided groups in order support mastering the standards	October- June	Go Math Assessments, QPS Guided Math Wiki center activities, student work samples	Grades 3-5 Teachers, SPED

4	Teachers will use daily number talks to build students' numerical reasoning	October- June	Classroom Observations	Grades 3-5 Teachers, SPED
5	Teachers will model how to unpack multi-step word problems, using the strategy of drawing a visual model to aid in the understanding of problem solving	October - June	Classroom Observations, Student work samples and assessments	Grades 3-5 Teachers, SPED
6	Technology will be integrated into the classrooms, increasing exposure to online assessments in mathematics ie. Khan Academy (linked to Map Data), Google Forms	October- June	Google Classroom Assessments, Classroom Observations, Khan Academy Data	Grades 3-5, Digital Literacy Specialist
7	Incorporate teaching Measurement and Data earlier in the year in order to support students in this area, based on the need shown in our MCAS data	November- June	Classroom Assessments and Observations	Grades 4 and 5 Teachers, SPED
8	Create math vocabulary resource books to support math language proficiency and problem solving skills	October- June	Math Journals, Classroom Observations	Grades 3-5 Teachers, SPED
9	Vertical Teams will meet to build upon the Guided Math instructional model in the form of Math Centers	November, January, March, June	Meeting Notes	Grades 3-5, SPED, Kim Quinn

SMART Goal # 3: Science, Technology and Engineering

During the 2018-2019 school year, teachers will continue to implement the new Science, Technology and Engineering standards in every classroom 3-5 and prepare students for the Spring 2019 Next Generation MCAS by providing opportunities for students to design and conduct investigations, create or use scientific models, and analyze data in order to gain a deeper understanding of the content standards and science/engineering practices, with a specific focus on **Earth and Space Sciences:** Earth's Systems; **Physical Sciences:** Matter and Its Interactions; and **Technology/Engineering:** Engineering Design.

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1	Teachers will attend system-wide professional development to be trained in the new Pearson Elevate Science Curriculum	September, October	Meeting Notes and Attendance	Grades 3-5 Vertical Team, Eddie Smith
2	Teachers will implement Pearson Elevate Science text, equipment kits, and Realize Science online curriculum in all science courses grades 3-5	October- June	Classroom Observations, Student Assessments	Grades 3-5 Teachers
3	Elementary science curriculum maps will be organized and aligned to Elevate curriculum	September- June	Curriculum Maps, Classroom Observations	Science Vertical Teams, Gr 3-5
4	Teachers will collaborate with Elementary Digital Literacy Teachers to assist in the development of grade 3-5 student's digital literacy skills, integrated with ELA/Literacy, Mathematics, Science and Technology/Engineering, and Social Studies standards, as outlined in the 2016 digital literacy and computer science standards	September - June	Classroom Observations, Digital Literacy Teacher Feedback	Grades 3-5 Teachers, Digital Literacy Teacher
5	Teachers will continue to develop inquiry-based curriculum units that align with the Science and Technology/Engineering Standards	November- June	Classroom Observations, Lesson Development, Team notes	Grades Kindergarten- Grade 2 Teachers

6	Teachers will incorporate the leveled readers from the Elevate Science Curriculum into their science and literacy curriculum units, including writing responses to the readings.	November-June	Classroom Observations, Vertical Team Meetings	Grades Kindergarten-Grade 2 Teachers
7	Teachers will incorporate MCAS-like Open Response prompts in their science assessments, utilizing a common grading rubric.	November- June	Assessment data Student samples	Grades 3-5 Teachers
8	Vertical Teams will meet to support our goal of Open Response Writing in Science, as well as our Earth and Space/Physical Science Focus by sharing best practices and looking at assessments.	January March June	Meeting Notes	Science Vertical Team K-2 Science Vertical Team 3-5 Administration

SMART Goal # 4: Wellness

During the 2018-2019 school year, Beechwood Knoll staff will work towards increasing our level of participation in the following modules:

1. School Health and Safety Policies
2. Nutrition Services
3. Health Promotion for Staff
4. Positive Behavior Intervention System

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	Wellness Team will meet to strengthen and plan wellness activities	November February May	Meeting Notes	Wellness Team Administration
2	School Wide Turkey Trot	November 21st	Photos of event, meeting notes to plan event	Wellness Team, School Staff
3	Collaboration with Food Services for Health Presentation	November	Student Assembly	Wellness Team Sara DuFour and Food Services
4	Health Education Across Grade Levels; Medication Safety, Gr 4	October - June	Student Online Surveys	Wellness Team, School Nurse
5	Mileage Club Competition; students and staff tracking and calculating steps/miles per day	February- March	School Competition Results	Wellness Team, School Staff
6	School Initiative: Healthy Classrooms ie. no outside food in classrooms other than daily snack to support allergy awareness and healthy choices	September- June	Staff Newsletters to parents	Wellness Team Administration
7	School-wide Health Screenings	November	Screening schedule and results	Nurse Administration
8	Health Education, Grades K-5	January-May	Lesson Plans and Student Activities	Nurse Classroom Teachers

9	PBIS Team will meet monthly to plan and assess activities promoting a positive school culture	August-June	Team Notes	PBIS Team Administration
10	School will implement utilizing “tickets” as positive reinforcement for both expected behaviors as well as behaviors that go above and beyond	September-June	Collection of tickets weekly by all homeroom teachers	PBIS Team All Staff Administration
11	PBIS Team will hold monthly school-wide assemblies to promote the PBIS activities and to support students’ positive choices over the month	October-June	Team Notes PBIS Student of the Month photos	PBIS Team Administration
12	Each month an expected behavior will be chosen as the “highlighted behavior” and staff will focus on rewarding students with tickets who embody this behavior daily	September-June	Filling the “lobster trap” with tickets Choosing a Student of the Month for assemblies	PBIS Team K-5 Staff Support Staff Administration

C. Assessment Program

<i>Fcvgu''</i>	<i>I tcfgu''</i>	<i>Vlærg'qh'Vguw''</i>	<i>Uwfgp vu'Kp xqixgf''</i>
September 5-21	K-2	DIBELS Next (Fall) Observation Survey DRA for new move-ins	All students K-2
September 10-28	PreK-12	Benchmark Assessments <i>(i.e., Journeys, GO Math, Common Assessments, Big Ideas, Writing Prompts, etc...)</i>	PreK-5
September 10 October 12	2-7	(MAP) Measures of Academic Progress	All students Grade 2-5
October 9th and 10th	K-5	FALL ILTs	All Teachers Grades K-5
November 27-28	K-5	Mini ILts	All Teachers Grades K-5 Support Staff
November-January	1	DRA	Students in grade 1 (completed before winter ILT)
January 2-25	PreK-12	Benchmark Assessments <i>(i.e., Journeys, GO Math, Common Assessments, Big Ideas, Writing Prompts, etc...)</i>	PreK-5
January 2-11	K-2	DIBELS Next (Winter)	All students K-2

January 7 - February 8	2-7	(MAP) Measures of Academic Progress	All students Grade 2-5
January 29-30	K-7	WINTER ILTs	All Teachers in grades K-5
Jan 3-Feb 8	K-12	ACCESS for ELLs Test	All students K-5 Kindergarten – Individually Administered
March 26-27	K-5	Mini ILTs	All Teachers, Grades K-5 Support Staff
April 1-May 24	3-8	2019 MCAS for Grades 3-8 ELA (Apr 1- May 3) Math (Apr 2-May 24)	Students Grades 3-5
April 3 - May 24	5, 8	Science Technology and Engineering (Apr 3-May 24)	Students in Gr 5
May 13- 31	PreK-12	Benchmark Assessments <i>(i.e., Journeys, GO Math, Common Assessments, Big Ideas, Writing Prompts, etc...)</i>	Pre-K-5
May 17-June 7	2-7	(MAP) Measures of Academic Progress	All students Grade 2-5
May 28-June 8	K-2	DIBELS Next Observation Survey DRA - Spring (Kindergarten)	All students K-2
June 4-5	K-5	SPRING ILTs	All Staff, Grades K-5

D. Site-based Professional Development Plan

6 SfW	F [W	>aUSf[a`	BSdf[U]bS` fe (Team/Grade Level)	F ab[U	Bd/WfWte	9aS^ @g_ TVd
09/25/2018	12:45p.m. -4:15p.m.	Media Center	K-5, Whole Group and Vertical Teams	Assessment Day 1 The Assessment Team will review and analyze preliminary test results to find strengths and weaknesses, to guide action steps and improvements for the 2018-2019 school year.	Janet Loftus Assessment Team	1 and 2
9/27/2018	9-11 Grade 3, 4, 12-2 Grade 5	Parker	Grade 3,4, 5 ELA and Reading Teachers	Making Text Connections in Small Group and Whole Class Lessons	Dr. Nancy Boyles	1
10/9/2018	1:00-2:30	Media Center	Grades K-5	Principal PD, Differentiated Instruction	Janet Loftus	1 and 2
10/25/2018	9-11 Grade 1, 12-2 Grade 2	Parker	Grade 1, and 2 Teachers	Social Emotional Learning through Text Connections	Dr. Nancy Boyles	1
1/03/2019	9-11 Grade 3, 4, 12-2 Grade 5	Parker	Grade 3,4, 5 ELA and Reading Teachers	Reading and Writing through Author's Craft	Dr. Nancy Boyles	1
2/12/2019	12:45p.m. -4:15p.m.	Media Center	Vertical Teams – K-2 & 3-5	Assessment Day #2 Work in vertical teams to discuss and reflect upon status of Action Steps. Assess progress and determine the further action required.	Janet Loftus Assessment Team	1 and 2

2/28/2019	9-11 Grade 3, 4, 12-2 Grade 5	Parker	Grade 3,4, 5 ELA and Reading Teachers	Social Emotional Learning through Text Connections	Dr. Nancy Boyles	1
3/12/2019	1:00-2:30	Media Center	K-Grade 5	Principal PD, Differentiated Instruction, Best Practice Share	Janet Loftus	1 and 2
5/28/19	1:00-2:30	Media Center	K-Grade 5	Principal PD, Differentiated Instruction, Student Assessments	Janet Loftus	1 and 2
6/11/2019	12:45p.m. -4:15p.m.	Media Center	Vertical Teams – K-2 & 3-5	Assessment Day #3 Work in vertical teams to discuss and reflect upon status of Action Steps. Assess progress and determine the further action required.	Janet Loftus Assessment Team	1, 2 and 3

E. Family Engagement

6 SFW	F ab[U	F SdVW 3gV[WUW	B'S ` [Y S' V ; _ b'W_ WfSf[a` FV\$ _ e
October 15, 2018	2018 MCAS Presentation to Parents	Grades K-5 Parents	PTO Administration
October 27, 2018	Fall Festival	Beechwood Knoll Students and Families, Grades K-5	PTO Members Teacher Volunteers Grade Level Team Representatives, Gr K-5
November 19, 2018	Parent Academy 1, Executive Functioning at Home and in School	Beechwood Knoll Parents, Grades K-5	SST Team Administration Design Team
January 17, 2019	BKS Math Night	Beechwood Knoll Students and Families, Grades K-5	Grades K-5 Staff Support Staff School Council Design Team
January-May 2019	Student of the Week Family Reader	Grade 1 Students and Parents	Grade 1 Teachers Administration
February 1, 2019	K Family Afternoon	Kindergarten Students and Parents	Kindergarten Teaching Team
March 18, 2019	Parent Academy, Math Support	Beechwood Knoll Parents, Gr 3-5	Math Vertical Team Grades 3-5 Design Team
April 11, 2019	Literacy Night	Beechwood Knoll Students and Families, Grades K-5	ELA Vertical Teams K-2, 3-5 PTO and School Council
May 13, 2019	Parent Academy: Summer Studies	Beechwood Knoll Students and Families, Grades K-5	Design Team PTO Administration

III. Class Size Enrollment and School Demographics

General Education Class Sizes

18 or fewer	19	20	21	22	23	24
15	1	0	1	2 (Grade 5)	0	0

Demographics

Total Enrollment	Special Education	Low Income <i>(Eligible for Free & Reduced Meals)</i>	ELE <i>(English Learners)</i>	FEL <i>(Former English Learners)</i>
325	26 (8%)	176 (54%)	55 (17%)	41 (13%)

IV. Budget

	Amount available In 2018-2019
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$5,040.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$6,536.00
<u>ACTIVITY STIPEND ACCOUNT</u>	\$12,285.00
Other: (Art Supplies, Science Supplies, Library, etc.)	\$1,062.00
Art Supplies	\$1,080.00
Science Supplies	\$500.00
Library	
TOTAL	\$ 2,642.00
<u>SPECIAL FUNDING (gifts, grants, partnerships, PTO, etc.)</u>	
<u>P.T.O. (approximate)</u>	\$22,151.00

V. Facilities

Improvements

- New windows, including new heaters and air conditioning units, new door frames and classroom shelving (MSBA)
- Repaved front entrance way and parking lot, sidewalks, and parking spots
- Added an extension to the fence in the front of the school on two sides of the building
- New playground and basketball court/recess area
- Addition of two key-card entrance ways on opposite sides of the building

Areas of Need

- Landscaping in front of building to be completed
- Traffic signs in front of school need to be re-installed (One-Way and Staff Parking)