

West Memorial Elementary School School Improvement Plan 2017-2018



West Memorial Elementary School School Improvement Plan for 2017-2018



School Council Members

Dr. Thomas P. Cornacchio	Principal	<i>Dr. Thomas P. Cornacchio</i>
Kathleen Covino	Assistant Principal/Grade-1 Teacher	<i>Mrs. Kathleen Covino</i>
Alex DeRosa	Community Representative	<i>Mrs. Alex DeRosa</i>
Bonnie Chenette	Special Education Teacher	<i>Mrs. Bonnie Chenette</i>
Kristen Bedard	Parent	<i>Mrs. Kristen Bedard</i>

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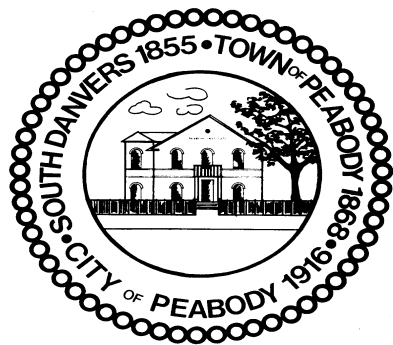
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West Memorial Elementary School

Mission Statement & Philosophy

MISSION STATEMENT

Our mission is to work as a team to ensure a nurturing environment that meets the needs and requirements of the students and encourages all current and future children of the West Memorial School to reach their maximum intellectual, creative, social and physical potential.

It is our intent to work with the educational community of parents, students and staff to encourage excellence in one another and foster a mutual respect, recognition and appreciation of all its members.

Our goals will be pursued in a positive, supportive manner that prepares the children for the future and instills in them an enthusiasm for life-long learning.

PHILOSOPHY

It is our belief that all children can learn if they are provided with a safe, caring and supportive environment. By using and developing each child's diverse talents, we hope to encourage their maximum intellectual, creative, social and physical potential. By providing students with all the basic skills, we hope to enable them to become lifelong learners in the 21st Century.

The staff of the West Memorial Elementary School will demonstrate an ongoing commitment to continuous improvement in their efforts to implement best teaching practices. We believe students learn best when they are encouraged and supported through cooperation and communication between the home and the school community.



Peabody Public Schools

Goals – Objectives - Core Values

Goals and Objectives:

- To improve academic performance in all subjects
- To expand community involvement that will foster a sense of ownership and shared responsibility for our schools.
- To develop internal and external resources
- To provide a safe and healthy environment with a shared sense of responsibility of respect and responsibility among students, staff and family

Core Values:

- Students come first
- Each student can learn and succeed given the proper support, environment and attention to individual learning style.
- A challenging, supportive, and respectful environment is essential for teaching and learning
- Student achievement is predicated upon high quality professional development
- Education is the foundation of good citizenship
- A well-rounded education consists of core academics, fine and applied arts, physical education and technology skills
- Respect for self and others is essential and reflected in all learning
- High expectations for student achievement are shared by students, family, school and community

**Massachusetts Department of
Elementary and Secondary Education (ESE)**

Race	% of School	% of District	% of State
African American	1.3	3.8	8.9
Asian	1.3	1.7	6.7
Hispanic	2.1	13.6	19.4
Native American	0.0	0.0	0.2
White	94.5	78.7	61.3
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	0.8	2.2	3.4

	School	District	State
Male	128	3,060	488,985
Female	110	2,896	464,716
Total	238	5,956	953,748

[illegible]

WEST MEMORIAL ELEMENTARY SCHOOL

2017-2018 Areas of Need

- New K-8 District Science Curriculum to reflect new state science standards
- Continue to improve and strengthen our mathematics instruction
- Continue to bring new wireless interactive presentation technology and laptops into our classrooms
- Before-School MCAS- Academic Program for grade-3-4-5 in Mathematics and English Arts (Needs Improvement category students)
- Security cameras are needed at the pre-school entrance door and the rear delivery door
- Replace the door locks/doorknobs on all classroom doors for enhanced school-lockdown security
- Sand/resurface/repaint lines on gymnasium floor
- Repair crumbling asphalt “hot top” & regrade the transition to the rear playground area



West School 2017-2018 Budget

*December-2016 Estimate

Total 2017 - 2018

Level funded budget

Line

Equipment	fax machine & toner	\$922.51
Library	bar codes, books	\$1,401.00
Principal's Office	copy paper, toner, subscription	\$1,922.23
Teaching Supplies	includes art & classroom supplies	\$11,880.70
Textbooks	Journeys, Math in Focus, Foundations	\$7,240.33
TOTAL		\$23,366.77

Peabody School Department FY18 Budget Request

School: West

Teaching Supplies

Total Proposed Budget Line Amount:

11,626.70

Acct. No./Desc

100-03000-54217-2300-10-51-08-0025

_____ Critical Requirement for operation/program.

_____ Replacement/replenishment of inventory.
 _____ New initiative - would like to have for program.

<u>Item Number</u>	<u>Description/Justification</u>	<u>Quantity</u>	<u>*Unit Cost Including Shipping</u>	<u>Total Cost</u>
	Enchanted Learning Single School Subscription membership	1.00	125.00	125.00
	International Reading Association Membership & Journals	1.00	75.00	75.00
	Rochester 100 Inc. - Metallic Blue - Nicky's Communication Folder	300.00	1.25	375.00
	Really Good Stuff - Large Buddy Book Bags (sets of 150)	2.00	269.73	539.46
	USI Education & Government sales - laminating film	7.00	42.30	296.10
	TEC BID Category 1 - Paper	1.00	3,747.55	3,747.55
	TEC BID Category 2 - teaching supplies	1.00	971.94	971.94
	TEC BID Category 3 - teaching & art supplies	1.00	1,013.09	1,013.09
	TEC BID Category 3 & 4 - teaching supplies	1.00	4,374.94	4,374.94
				-
	Really Good Stuff - Large Buddy Book Bags (sets of 150) S/H	1.00	70.13	70.13
	USI Education & Government Sales - laminating film S/H	1.00	38.49	38.49
TOTAL PROPOSED BUDGET LINE AMOUNT:				11,626.70

*Note: If you do not know shipping costs use 11% of the unit cost.

Textbooks

Total Proposed Budget Line Amount:

7,240.33

___ Critical Requirement for operation/program.

100-03000-54701-2400-10-52-08-0025

___ Replacement/replenishment of inventory.

___ New initiative - would like to have for program.

<u>Description/Justification</u>	<u>Quantity</u>	<u>*Unit Cost Including Shipping</u>	<u>Total Cost</u>
Follett School Solutions (Journeys) Practice Books - Grade 1 Practice Books	22.00	14.30	314.60
Follett School Solutions (Journeys) Practice Books - Grade 2 Practice Books	35.00	14.30	500.50
Follett School Solutions (Journeys) Practice Books - Grade 4 Practice Books	35.00	7.75	271.25
Follett School Solutions (Journeys) Practice Books - Grade 5 Practice Books	40.00	7.75	310.00
			-
Follett School Solutions (Journeys) Practice Books - Benchmark Tests Grade 1	16.00	7.75	124.00
Follett School Solutions (Journeys) Practice Books - Benchmark Tests Grade 2	35.00	7.70	269.50
			-
Follett School Solutions (Journeys) Practice Books - Write in Reader Grade 1	1.00	60.95	60.95
Follett School Solutions (Journeys) Practice Books - Write in Reader Grade 2	1.00	60.95	60.95
Follett School Solutions (Journeys) Practice Books - Write in Reader Grade 3	1.00	60.95	60.95
			-
Wilson (Foundations) Deskstrips Grade K	4.00	12.00	48.00
Wilson (Foundations) Student Notebook Grade K	4.00	63.00	252.00
Wilson (Foundations) Composition Book 2nd Edition Grade 1	2.00	63.00	126.00
Wilson S/H	1.00	34.08	34.08
8			-

Follett School Solutions (Math in Focus) Student workbook A-1 Grade K	50.00	10.15	507.50
Follett School Solutions (Math in Focus) Student workbook A-2 Grade K	50.00	10.15	507.50
Follett School Solutions (Math in Focus) Student workbook B-1 Grade K	50.00	10.15	507.50
Follett School Solutions (Math in Focus) Set A & B - Grade 1	25.00	19.75	493.75
Follett School Solutions (Math in Focus) Set A & B - Grade 2	45.00	19.75	888.75
Follett School Solutions (Math in Focus) Set A & B - Grade 3	25.00	19.75	493.75
Follett School Solutions (Math in Focus) Set A & B - Grade 4	33.00	19.75	651.75
Follett School Solutions (Math in Focus) Set A & B - Grade 5	35.00	19.95	698.25
			-
Educators Publishing Service "My Word Book" Grade K	1.00	53.45	53.45
Educators Publishing Service "My Word Book" Grade K S/H	1.00	5.35	5.35
			-
			\$7,240.33
			-
7,240.33			

Peabody School Department FY18 Budget Request

School: West	<u>Principal Office Supplies</u>	Total Proposed Budget Line Amount:	1,922.33
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Acct. No./Desc	<u>100-03000-54217-2200-32-51-08-0020</u>	<input type="checkbox"/> Critical Requirement for operation/program. <input type="checkbox"/> Replacement/replenishment of inventory. <input type="checkbox"/> New initiative - would like to have for program.	
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<u>Item Number</u>	<u>Description/Justification</u>	<u>Quantity</u>	<u>*Unit Cost Including Shipping</u>	<u>Total Cost</u>
	TEC BID Category 2 - (labels)	1.00	79.76	79.76
	TEC BID Category 3 & 4 - (printer ink)	1.00	106.37	106.37
	TEC BID Category 3 & 4 - (Toner 4/cs for \$139.76)	8.00	139.76	1,118.08
				-
	Ricoh Co. - (staples for copier)	8.00	49.89	399.12
				-
	Phi Delta Kappa International Membership	1.00	99.00	99.00
	Privateer Ltd. - Visitor badges (1,000)	1.00	120.00	120.00
				-
TOTAL PROPOSED BUDGET LINE AMOUNT:				1,922.33

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Equipment	Total Proposed Budget Line Amount:	922.51
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922.51

Critical Requirement for operation/program.

_____ Critical Requirement for operation/program.

Critical Requirement for operation/program.

Discussion

Replacement/replenishment of inventory.

<u>Item Number</u>	<u>Description/Justification</u>	<u>Quantity</u>	<u>*Unit Cost Including Shipping</u>	<u>Total Cost</u>
	TEC BID Category 3 & 4 toner- 4 cases	4.00	139.76	559.04
	CDW-G fax machine (FAX2940-high speed laser)	1.00	284.95	284.95
	CDW-G fax machine toner (Brother T/V 450 black high yield)		1.00	50.51
	CDW-G S/H	1.00	28.01	28.01
				-
TOTAL PROPOSED BUDGET LINE AMOUNT:				922.51

Peabody School Department FY18 Budget Request

School: West

Library Books

Total Proposed Budget Line Amount:

1,401.00

Acct.
No./Desc

100-03000-54701-2500-10-52-08-
004

_____ Critical Requirement for operation/program.

_____ Replacement/replenishment of inventory.

_____ New initiative - would like to have for program.

<u>Item Number</u>	<u>Description/Justification</u>	<u>Quantity</u>	<u>*Unit Cost Including Shipping</u>	<u>Total Cost</u>
	ABDO Publishing (books)	1.00	1,100.00	1,100.00
	DEMCO (bookmarks)	1.00	75.00	75.00
	DEMCO (bookmarks) S/H		1.00	6.00
	Follett (barcode labels)	1.00	85.00	85.00
	Follett (barcode labels) S/H	1.00	8.50	8.50
	The Library Store (proectors and tape)	1.00	115.00	115.00
	The Library Store (proectors and tape) S/H	1.00	11.50	11.50
TOTAL PROPOSED BUDGET LINE AMOUNT:				1,401.00

6.00

2016 Accountability Data - West Memorial

Organization Information

District:	Peabody (02290000)	School type:	Elementary School
School:	West Memorial (02290045)	Grades served:	PK,K,01,02,03,04,05
Region:	Northeast	Title I status:	Non-Title I School (NT)


Accountability Information

About the Data

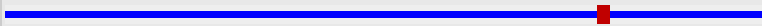
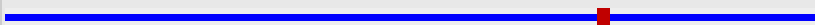

Accountability and Assistance Level

Level 1 Meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:  44
Lowest performing

Highest performing

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		93	Met Target
High needs		100	Met 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		86	Met Target

School and District Accountability Comparison



How is West School doing overall?




Meeting gap narrowing goals

Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <http://www.mass.gov/ese/accountability>.

Student Achievement

The transitional [Composite Performance Index \(CPI\)](#) is a number from 1-100 that represents the extent to which students have attained or are progressing toward proficiency in a given subject. Students who demonstrate proficiency on MCAS and/or PARCC tests, and students with severe cognitive disabilities who score at the Progressing level on the MCAS-Alternate assessment, receive 100 CPI points. Our school's transitional CPIs for 2016 are below.

Composite Performance Index

	English Language Arts (CPI)	Mathematics (CPI)	Science (CPI)
 West Memorial	89.7	89.2	80.7
 Peabody	85.5	80.6	82.4
 Massachusetts	84.2	84.1	78.6

Notes: Enrollment data are reported for the 2016–2017 school year. Accountability and assessment data are reported for the 2015–2016 school year.

West School Improvement Plan 2017-2018

School Improvement is a Team Effort!



GO WEST SCHOOL!



WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: Kindergarten Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
<p>ELA</p> <p>Some students show below grade level performance on DIBELS and Rigby testing</p>	<p>Provide extra support and small group instruction from reading specialist well as in the classroom when available</p>	<p>Reading specialist, kindergarten paraprofessionals special education paraprofessionals and kindergarten teachers</p>	<p>Lower performing students will move up at least one reading level by next testing period</p>
<p>ELA</p> <p>Some students are performing at or above grade level based on DIBELS and Rigby scores</p>	<p>Continue with current curriculum while also modifying, differentiating and supplementing for students as needed</p>	<p>Kindergarten paraprofessionals and kindergarten teachers</p>	<p>Students will continue making successful academic progress throughout the kindergarten ELA curriculum</p>
<p>Math</p> <p>Most students are performing above grade level based on various assessments and anecdotal notes</p>	<p>Identify students and modify curriculum by having students work in small groups at their level of learning</p>	<p>Kindergarten Teachers</p>	<p>High performing students will be challenged and given first grade assessments</p>
<p>Math</p> <p>Most students are performing at grade level based on various assessments and anecdotal notes</p>	<p>Continue with current curriculum while modifying and differentiating for students as needed</p>	<p>Kindergarten Teachers</p>	<p>Students to continue to make successful progress through kindergarten math curriculum</p>

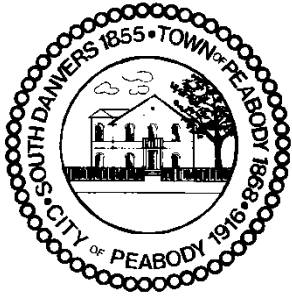


WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level:Grade-1 Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data Driven Performance Concern	Proposed Solution	Personnel Responsible	Goals
ELA			
Through daily writing opportunities, students will build stamina as writers. Students will improve writing skill in all genres.	<ul style="list-style-type: none"> • Best writing practices modeled in guided writing lessons • Utilize district writing rubrics to assess and analyze writing (for district required writing assessments) • maintain student portfolios with a minimum of one writing piece per semester 	Grade One Teachers	<ul style="list-style-type: none"> • Writing Pieces reflect an understanding of concepts taught • Students write a minimum of three samples in each genre required
Fall DIBELS testing identifies students having difficulty decoding and segmenting Words	<ul style="list-style-type: none"> • Students will be referred to receive supportive instruction with the reading specialist • Foundations phonics instruction for a minimum of thirty minutes per day • Differentiated small group instruction 	Grade One Teachers Reading Teachers	<ul style="list-style-type: none"> • Improved decoding skills • Improved spelling skills • Improved reading comprehension skills • Improved spring DIBELS test scores

MATH			
Students have difficulty with fluency and automaticity in math facts	<ul style="list-style-type: none"> • Provide re-teach and extra practice resources to students in need • Daily practice in addition and subtraction strategies to reinforce fact fluency 	Grade One Teachers	<ul style="list-style-type: none"> • Improved scores on Math in Focus Unit Tests • Most students will achieve the benchmark goal of sixty math facts in three minutes by end of trimester three • Most students will add and subtract without the use of manipulatives or number lines
Students have difficulty solving word problems	<ul style="list-style-type: none"> • Provide explicit lessons and guided practice opportunities to help students identify multiple problem solving strategies • Identify key words in the problem to help solve the problem • Utilize step-by-step problem solving strategies 	Grade one Teachers	<ul style="list-style-type: none"> • Students will use a variety of strategies to problem solve • Students will demonstrate improved abilities to solve multi-step problems



West Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: K-1-Therapeutic Program- Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
<p>ELA</p> <p>Writing assessments show students need to build on their writing stamina to increase their writing skills.</p>	<p>Students will write daily in their journals.</p> <p>Guided writing lessons will model best writing practices.</p>	<p>Special education teacher and therapeutic paraprofessionals.</p>	<p>Kindergarten students will be able to draw a picture and write 1-2 complete sentences, and first grade students will be able to write 3-4 sentences in each required genre.</p>
<p>ELA</p> <p>Foundations scores show some require extra phonemic support.</p>	<p>Students will work in small Foundations groups based on their learning level.</p>	<p>Special education teacher and therapeutic paraprofessionals.</p>	<p>Students will improve their phonemic skills by increasing their ability to read sight words and increase their Foundations test scores by 20%.</p>
<p>Math</p> <p>Informal and formal assessments show students are not fluent with their grade level math facts.</p>	<p>Provide opportunities for extra math facts during morning work and with online tools (xtramath).</p>	<p>Special education teacher and therapeutic paraprofessionals.</p>	<p>Students will increase their math facts test scores by being able to solve 30 single digit math facts in 4 minutes.</p>
<p>Math</p> <p>Through observations and data collection, students need to increase math vocabulary.</p> <p>19</p>	<p>Students will use math vocabulary through math journals once per week, and by having math turn and talks.</p>	<p>Special education teacher and therapeutic paraprofessionals.</p>	<p>Students will increase the use of math vocabulary by 20%.</p>

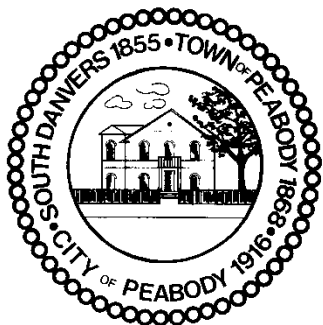


WEST Memorial Elementary School- 2017-2018--School Improvement Plan

Grade Level: 2 Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
<p style="text-align: center;">ELA</p> <p>Students demonstrate difficulty developing and writing complete sentences/paragraphs independently and with required stamina.</p>	<ul style="list-style-type: none"> • Daily Grand Reveal/Journal Writing and Implementation aligned with Common Core Standards. • Tailor writing focus lessons to fill gaps in specific skills and areas of weakness. • District-determined Writing Assessments • SmartBoard lessons 	<p>Classroom Teachers Special Education Teacher Reading Specialist Paraprofessionals</p>	<p>Second grade students will write personal narratives in which they write a complete paragraph recounting a short sequence of events, including details, temporal words, and a sense of closure, while displaying a strong sense of stamina.</p>
<p style="text-align: center;">ELA</p> <p>Students display some level of weakness that requires additional support to strengthen skills and strategies to reach higher reading comprehension benchmark levels.</p>	<ul style="list-style-type: none"> • Guided and Strategy leveled reading groups • Weekly Assessments of targeted skills and strategies • Journeys Unit and Benchmark Tests • Rigby Benchmark Testing • STAR Reading Assessments • SmartBoard lessons 	<p>Classroom Teachers Special Education Teacher Reading Specialist Paraprofessionals</p>	<p>Students will continue to further develop and improve overall reading skills and comprehension strategies to enable them to meet or exceed grade level benchmarks.</p>

<p>Math</p> <p>Students exhibit difficulty mastering concepts of place value to 1,000 and using appropriate vocabulary to successfully demonstrate understanding of number sense.</p>	<ul style="list-style-type: none"> • Math in Focus lessons and manipulatives and leveled supplemental materials • Every Day Counts Calendar Math with daily updating and application • SmartBoard lessons • www.xtramath.org 	<p>Classroom Teachers and Special Education Teacher Paraprofessionals</p>	<p>Students will use content-related vocabulary in order to improve on their understanding of number sense of values up to 1,000 within the place value domain.</p>
<p>Math</p> <p>Students present with challenges with the concepts of addition and subtraction with 3-digit numbers and regrouping.</p> <p>21</p>	<ul style="list-style-type: none"> • Math and Focus Reteaching and Extra Practice Worksheets for reinforcement • Chapter Wrap-Up and School to Home Letter send for clarification • SmartBoard lessons • www.xtramath.org 	<p>Classroom Teachers and Special Education Teacher Paraprofessionals</p>	<p>Students will continue to improve their proficiency level in addition and subtraction of 3-digit numbers with regrouping, working towards mastery of these challenging concepts.</p>

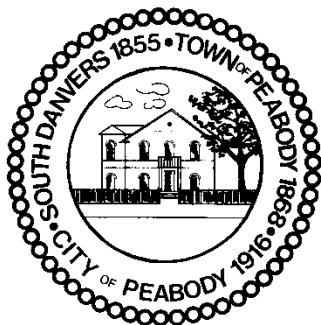


WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: 2-3- Therapeutic Program Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
<p style="text-align: center;">ELA</p> <p>Daily samples, formal and informal testing scores indicate phonemic awareness and sight word recognition are lower than the grade level.</p>	<ul style="list-style-type: none"> *Journeys *Daily Language Practice *1:1 cvc and short and long vowel review through centers and games. *Computer programs and games that reinforce and re-teach skills *Exposing students to a variety of chants, rhymes and songs 	<p>Therapeutic Program Staff, Grade Level Teacher (when mainstreamed)</p>	<p>Students will improve skills for decoding words.</p> <p>Students will improve test scores on instructional level sight and high frequency words.</p>
<p style="text-align: center;">ELA</p> <p>Formal and informal writing samples show students need to focus on using correct grammar when writing.</p>	<ul style="list-style-type: none"> *Analyze district Writing Assessment *Daily journal writing/Grand reveal *1:1 weekly conferencing and feedback over entries. *Mini-lessons or centers to reinforce grammar in conjunction with Journeys. *Editing strategies will be implemented 	<p>Therapeutic Program Staff, Grade Level Teacher (when mainstreamed)</p>	<p>Students will have decreased their grammatical errors across all content areas.</p>
<p style="text-align: center;">Math</p> <p>Formal and informal testing and daily assignments reveal students are weak with their grade level fact fluency.</p>	<ul style="list-style-type: none"> *Everyday Math Counts Calendar *Math Centers to reinforce facts *Use of manipulatives *Daily fact practice *Practice mastery for each operation. 	<p>Therapeutic Program Staff, Grade Level Teacher, (when mainstreamed)</p>	<p>Students will improve their instructional level fact fluency.</p>

<p>Math</p> <p>Formal and informal testing and daily assignments show students have a weakness in the area of word problems.</p> <p>23</p>	<ul style="list-style-type: none"> *Daily use of Math Counts Calendar *Manipulatives *Increase instructional time involving word problems *Math computer games to build on skills 	<p>Therapeutic Staff, Grade Level Teacher (when mainstreamed)</p>	<p>Students will have a better understanding and ability to comprehend and solve instructional level word problems.</p>
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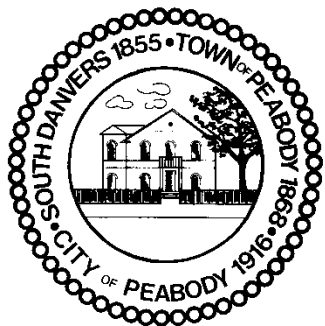


WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: 3 Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
ELA Demonstration of Reading Comprehension Across All Literary Genres	Provide students with instruction, and a plethora of opportunities to increase overall reading comprehension. Students will respond to a variety of literary genres in ways that will demonstrate their overall comprehension of the text. We will utilize cross-curricular content to enhance each learner's ability to accurately comprehend a variety of texts across all literary genres.	Third Grade Teaching Team (inclusive of Special Education Providers and support staff)	All third grade students will be able to utilize the strategies and skills that were the basis of instruction to successfully demonstrate their overall reading comprehension on an assessment or evaluation with 75%-80% accuracy and completeness at grade level.
ELA Written Composition/s Across All Content Areas	Provide students with instruction that will help increase writing stamina. Students will write for longer durations of time, and delve more deeply into their responses. Students need to maintain their level of stamina, whether they approach a short answer or open response test item.	Third Grade Teaching Team (inclusive of Special Education Providers and support staff)	All third grade students will develop a written composition that reflects increasing writer's stamina in the focus area of instruction, and adheres to proper conventions of grammar and writing structure, and format with 75%-80% success at grade level.
Math Real-World Problem Solving/Word Problems	Use of instructional approaches that place an emphasis on solving multi-step word problems; helping students identify necessary vs. unnecessary information in a problem; identifying key words and/or phrases that help students determine the appropriate operation/s and steps needed to solve each problem. Students will also receive exposure to practice MCAS 2.0 items through the Test Nav platform.	Third Grade Teaching Team (inclusive of Special Education Providers and support staff)	Students will demonstrate an increased ability to accurately read, comprehend, compute and solve word problems (of varying complexities) with 75%-80% accuracy at grade level.

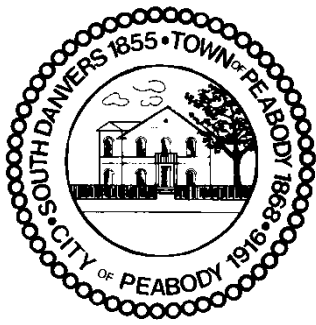
<p>Math</p> <p>Geometry</p> <p>25</p>	<p>Students will receive direct and explicit instruction pertaining to effective strategies that will help decipher and interpret geometric diagrams which are related to measurement (area, perimeter). While doing so, students will learn to effectively comprehend exactly what a ‘geometry-based’ question may be asking of them as a learner demonstrating his/her knowledge. Students will also receive exposure to practice MCAS 2.0 items through the Test Nav platform.</p>	<p>Third Grade Teaching Team (inclusive of Special Education Providers and support staff)</p>	<p>Students will demonstrate an increased ability to accurately decipher what a geometry-based question is asking of them, while demonstrating precise measurement and computation skills with 75%-80% on a grade-level task.</p>
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WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: 4 Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
ELA Students will continue to improve their vocabulary by determining meaning from context clues	For morning work, students will read a variety of text selections written at the fourth grade level and will complete various activities related to selected vocabulary from the text	Fourth Grade Teachers Special Ed Teachers	
ELA Students will increase their independent reading stamina.	Students will read independently for a specified amount of time per day. The amount of time will increase throughout the year.	Fourth Grade Teachers Special Ed Teachers	
Math Students will be able to identify various geometric shapes; identify their properties and draw shapes given certain characteristics	Differentiate instruction in order to ensure all students are able to master the properties of shapes and angles.	Fourth Grade Teachers Special Ed Teachers	
Math Students will be able to write a fraction based on an angle of measurement	Incorporate geometry into calendar math so students will be exposed to concepts earlier in the year -	Fourth Grade Teachers Special Ed Teachers	



WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: 5 Subject Areas: English Language Arts (ELA) Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
ELA Identify Key Ideas and Details	The grade 5 team will use cloze reading strategies with the Journey's program to directly teach key ideas and details.	Special Education and General Education Classroom Teachers	Given a grade level selection, students will be able to integrate their knowledge by identifying the key ideas and supporting details in order to make inferences
ELA Analyze Craft and Structure	The grade 5 team will use cloze reading strategies with the Journey's program to directly teach ways to analyze craft and structure.	Special Education and General Education Classroom Teachers	Given a grade level selection, students will be able to give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other as a whole.
Math Algebraic Expressions	The grade 5 team will use supplemental materials, such as Learn Zillion, to give students additional practice with algebraic expression writing.	Special Education and General Education Classroom Teachers	Given a mathematics problem, students will be able to understand key ideas in order to generate numerical expressions
Math Classifying 2D Figures	The grade 5 team will incorporate the Calendar Math with the MIF program to integrate geometry in mini lessons, as the unit in the MIF program isn't addressed until late May.	Special Education and General Education Classroom Teachers	Given a 2D figure, students will be able to complete and contrast them according to their properties



WEST Memorial Elementary School- 2017-2018-School Improvement Plan

Grade Level: 3-5 -Therapeutic Program - Subject Areas: English Language Arts (ELA) and Mathematics (Math)

Data-Driven Performance Concern	Proposed Solutions	Personnel Responsible	Goals
ELA Reading Comprehension	Provide daily practice reading grade level text. Provide students with graphic organizers with steps for locating key ideas and their relevant details. Provide daily practice highlighting key ideas, locating important details, and making inferences.	Choices Program Staff Grades 3 - 5 Grade Level Teachers (when mainstreamed)	Given a grade level text selection, students will be able to integrate their knowledge by identifying the key ideas and supporting details in order to make inferences.
ELA Written Expression	Provide daily writing practice. Provide students with graphic organizers with steps for recording key ideas and their relevant details in sentence form. Provide daily practice developing paragraphs to answer open response questions.	Choices Program Staff Grades 3 - 5 Grade Level Teachers (when mainstreamed)	Given a grade level text selection, students will be able to integrate their knowledge by recording the key ideas and supporting details in paragraph form to answer open response questions.
Math Mathematical Reasoning	Provide students with models of mathematical word problems with steps for solving. Provide daily practice highlighting key information, utilizing graphic organizers with steps for solutions, and solving problems with explanations.	Choices Program Staff Grades 3 - 5 Grade Level Teachers (when mainstreamed)	Given a mathematical word problem, students will be able to understand exactly what the question is asking and discover the answer utilizing steps and computations.

