

Greylock School
Improvement Plan

2016-2017

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North Adams Public Schools
Greylock Elementary School Improvement Plan
2016-2017

Greylock students will develop a love of learning becoming life-long learners, demonstrate good citizenship skills, and act responsibly at all times. The development of these skills will enable students to show mastery of the Common Core standards in preparation for future educational success.

Introduction

Greylock Elementary School services students in kindergarten through grade seven. Currently 304 students are enrolled in the school. Greylock has two full time English Learner instructors servicing 18 students. Two Title I teachers service students in grades kindergarten through five. A full time school adjustment counselor meets with students and families, oversees weekly social groups, chairs all 504 meetings and implements *Second Step* school wide. Students participate weekly in physical education class, art class, and music class. Students at Greylock also visit the school library weekly. Students in grades four through seven have the opportunity to participate in chorus and/or band. The school currently has two full time special education teachers, a part time speech and language teacher and a part time occupational/physical therapist.

Greylock School has a strong student mentor program. We currently have 24 students in grades six and seven serving as mentors to younger students. These students apply to be mentors and go through training before taking on the role. This program is in its fourth year of operation.

Greylock has a strong Instructional Leadership Team consisting of nine members. The team meets two times a month to discuss school wide issues, plan programs and professional development. Meeting agendas and minutes are distributed to all staff.

Currently 72 students in kindergarten through grade four participate in the after school program at Brayton Elementary School. Additionally, 53 students in grades five through seven participate in the program hosted at Colegrove Park Elementary.

Progress Toward Objectives in 2015-2016

Objectives	Status	Actual Data
<p>Student engagement will increase as measured by maintaining high attendance rates and through classroom observations.</p>	<p>Goal met</p>	<p>99% of staff participated in “Building Academic Language” and “Increasing Student Talk” trainings.</p> <p>An overall student attendance rate of 96% was achieved.</p> <p>Teacher observations contained feedback on “Increasing Student Talk” techniques</p>
<p>Greylock School will transition from a 202 to a 300+ student body, maintaining high parent involvement, a friendly welcoming culture and high levels of student success.</p>	<p>Goal met</p>	<p>Letters and a presence at the Downtown Celebration led to an open house attended by 200+ students/families</p> <p>Eight family nights were hosted by the Greylock Parent Teacher Group</p> <p>Monthly themes and celebrations were held to promote a culture of togetherness</p> <p>Spirit week averaged a participation rate of 73%</p>

Analysis

In 2015 Greylock gained 100 new students. Our commitment to maintaining our “family culture” was extremely important. We put into place many events to achieve that goal. It was evident at our 2016 Open House when over 300 people attended that we did achieve our goal. Families came together for a cookout and then visited classrooms to meet teachers. We had several families who could not attend the cookout but still visited classrooms. It was the largest attendance to an open house that we ever had.

In 2016 we not only gained more students but we also transitioned from the MCAS to the PARCC test. The fact that our scores remained relatively stable told us that we transitioned our new students successfully.

English Language Arts

Year	CPI
2013	84.7
2014	85.5
2015	83.5
2016	85.6

Math

Year	CPI
2013	80.8
2014	82.6
2015	82.2
2016	78.8

It was through a close analysis of our PARCC scores that led us to the development of our 2016-2017 goals. It was evident to us that we needed to address the drop in mathematics. We had a decline in our “all students” (from 82.2 to 78.8) and our subgroups (79.2 to 76.3 and 80.1 to 76.1). Areas of particular concern were grades four, six and seven. In those grades we had an average of only 30% of our students meeting or exceeding expectations as opposed to grades three and five with 73% of our students meeting or exceeding expectations. Further analysis showed our students had difficulty in the “modeling” section of the PARCC test.

In ELA we missed our target for our “High Needs” subgroup by only one point. We increased in all areas but missed the CPI target set for us by the state (92.6) by seven points. DIBELS data over the past several years has shown that our students have a strong foundation in decoding and reading fluency. Teachers in grades three through seven have concerns about the comprehension abilities of our students. In surveying students we found that on average students only read for enjoyment 24 minutes a day. Furthermore, when teachers conferenced with students their comprehension level of reading tended to be at the surface level. It was decided at an Instructional Leadership Team meeting that as a school we needed to develop a love of reading among our students and increase their ability to self-correct reading errors as a means of increasing comprehension.

2016 – 2017 Improvement Objectives

Strategic Objective: Greylock students will achieve a mathematics CPI score of 89.8 on the 2017 MCAS			
Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
1. Identify students who are on the border line of scoring categories to prevent loss and/or encourage gains	A list of borderline students will be shared with classroom teachers for monitoring purposes	Math Coach-math Principal-ELA	All students in grades four through seven will show improvement on the 2017 math MCAS
2. Focus on moving all students to the High Needs Improvement category or higher	Students who scored Low Needs Improvement or Warning will be identified and interventions will be put into place	Classroom Teachers	2017 MCAS will show zero students scoring in the Warning category. Students previously scoring in Low Needs Improvement will improve scores.
3. Implement vertical collaboration time for all teaching staff	Collaborative meeting schedule created with monthly vertical meeting time	Principal	By Nov. 2016 a collaborative meeting schedule will be implemented
4 Determine concepts to be taught at introductory level and concepts to be taught to mastery at each grade level	Teachers will work with math coach to review skills in the math program	Classroom Teachers and Math Coach	At the beginning of every math unit teachers will have an understanding of the skills needed to be taught to mastery for that unit
5. All staff to adhere to pacing guides	Lessons will be reviewed along with assessment data	Principal Math Coach	95% of district math assessments will be administered by due date
6. Adhere to 90 minute math blocks in grades	Lessons will be observed and	Math Coach	Observations and lesson plans will show 90 minute

kindergarten through five.	schedules checked		math blocks in all classrooms K-5 by Nov. 2016
7. Create a school wide approach to word problems	In vertical teams and faculty meetings a school wide approach will be developed	Math Coach	By Jan. consistent language and steps will be observed across grade levels
8. MBSP and fact fluency drills practiced weekly	Teachers will administer timed and untimed drills weekly	Classroom Teachers	By Jan. students will show a 60% increase in scores By May 95% of students will have benchmarked.
9. Practice “modeling” through the use of pictures, numbers and words.	Professional development on “modeling” to ensure a school wide approach	Math Coach	By Jan, teachers will have students practice a modeling math problem at least 1 day a week
10. Incorporate methods learned in “Educator Effectiveness for Inclusive Practice” PD	All Greylock teaching staff will participate in DESE PD beginning 10/27/16	Principal Teachers	By Jan. 2017 Sessions I and II will be complete By May 2017 Sessions III-V will be complete

Strategic Objective: Greylock students will achieve a CPI score of 93.7 in the English Language Arts portion of the 2017 MCAS			
Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
1. Implement the 1,000,000 minutes of reading challenge	Students and staff will track the minutes spent reading for enjoyment each month	Students and Staff	By June 1, 2017 the school will have achieved the goal of reading for 1,000,000 minutes
2. Train all staff in the new generation components of reading	Using the book <i>Who is Doing the Work?</i>	Instructional Leadership Team	By Feb, 2017 observations will show teachers are using the

	professional development will take place with all teaching staff		methods learned in PD.
3. Continue monthly reading themes	Each month grades K-2 will participate in a reading challenge	Principal and Classroom Teachers	Each month a minimum of 75% participation will be achieved
4 Increase the amount of informational text students are exposed to.	<i>Weekly Reader</i> or <i>Story Works</i> will be used in grades K-5 and Art	Classroom Teachers	Observations/Lesson plans will show informational text being used a minimum of one day a week.
5. Lower the number of students scoring at high risk as measured by Lexia by increasing the percentage of student usage of the program.	Grades 1-5 will be accessing Lexia a minimum of 30 minutes a week	Classroom Teachers and Interventionist	By Jan. we will reduce our number scoring at "High Risk" to 40%. By May we will reduce the number of "High Risk" students to 15%
6. Incorporate methods learned in "Educator Effectiveness for Inclusive Practice" PD	All Greylock teaching staff will participate in DESE PD beginning 10/27/16	Principal Teachers	By Jan. 2017 Sessions I and II will be complete By May 2017 Sessions III- V will be complete

Strategic Objective: Greylock will increase parent and community involvement as a means of enhancing school effectiveness.			
Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
1.Participate in the Northern Berkshire Community Coalition National Walk to	Advertisement of the event will take place and then students and staff will participate on October 5, 2016	NBCC, Principal, Staff	Approximately 60 students, 8 staff members, 7 families, NAPD, and NAFD participated

School Day			
2. Partner with Commonwealth Mobile Oral Health Services	Information will be sent home for parents to sign their child up for fluoride varnish at school	Principal and CMOHS	104 students have been signed up to participate
3. Increase parent communication through the school website, Facebook, and the instant messenger system	Up to date information will be sent out on a regular basis	Principal, Dean of Students Teachers	Each month a minimum of 3 updates or communications will be documented
4 Host a minimum of 6 family events during the 2016-2017 school year	Sept.- “Open House” Cookout Oct- “Harvest Fest” Nov. TBD Dec.- “Pajama Party” Jan.- TBD Feb- TBD March-TBD April- TBD May-TBD June- “Evening with the Arts”	Parent Teacher Group	Attendance will be documented. Our goal is to reach a minimum of 70% of the families Sept.- 300+ attended Oct.- 237 attended
5. Identify at least two more community partners and reach out to them.	A plan for reaching out to community agencies will be developed.	Principal	By Feb. 2017 we will have reached out to partner with at least 1 business or community agency. By May we will have reached at to an additional business or community agency.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.