

## **Birch Meadow School Improvement Plan**

**2018-2019**

This document represents the School Improvement Plan for Birch Meadow School. It is written by the principal in collaboration with the School Site Council. The document will be updated at least twice during the school year, one time in February 2019, and again at the end of the school year. These updates will include progress data about the goals.

This year the academic goals for the School Improvement Plan are in the content area of mathematics. Our school, district, and state achievement data demonstrate that Birch Meadow students are making growth in literacy, there is work to be done in mathematics. Information about our performance on state wide assessments can be found on the [Birch Meadow website](#) under the Community tab.

Questions regarding this plan can be directed to Julia Hendrix, Principal of Birch Meadow School, at [Julia.hendrix@reading.k12.ma.us](mailto:Julia.hendrix@reading.k12.ma.us)

### **Birch Meadow School Site Council Members 2018-2019**

Ashley Quinn, Parent

Valerie Gould-Heithaus – Parent

Alissa Gallegos – Parent

Jennifer Zani - Parent

Gioia Butler, Speech and Language Pathologist

Jan Rhein, Classroom Teacher

Julia Hendrix, Principal

### **Table of Contents**

Each title is a link to that section of the plan.

1. [Overview of Goals p. 2](#)

Contains a statement about the Reading Public Schools District Goals and brief overview of the Birch Meadow School goals.

2. [Goal # 1 Detailed Plan](#) p. 4

Detailed action steps and timeline for Goal 1.

Updated 1-31-19

3. [Goal #2 Detailed Plan](#) p. 9  
Detailed action steps and timeline for Goal 1.
  
4. [Goal #3 Detailed Plan](#) p. 12  
Detailed action steps and timeline for Goal 1.

## Overview of Goals

### District Goal – 2016-2019:

*To ensure the success of all students, over the next 3 years the Reading Public Schools will increase student engagement, improve achievement, and decrease discipline referrals. We will address the academic, social-emotional and behavioral health needs through a comprehensive multi-tiered system of support (MTSS) framework of data, systems, and practices.*

### Focus Areas:

- A: Closing the Achievement Gap: To eliminate the achievement gap for our high needs student population.
- B: Literacy: To improve literacy skills for all students.
- C: Mathematics Practices: To improve mathematics achievement for all students.
- D: Social Emotional Learning: To improve social emotional learning for all students.
- E: Communication: Improve communication across the district with families and the Reading community.

Birch Meadow School Goals 18-19

Goal #1 (Focus Area A and C)

By June 2019, 85% of students in Grades K, 1, and 2 will meet district benchmarks for number sense as evidenced through their performance on the following assessments:

Kindergarten – Counting Assessment and Changing Number Assessment

1<sup>st</sup> Grade – Number Arrangements and Hiding Assessment

2<sup>nd</sup> Grade – Hiding Assessment and Grouping 10s Assessment

*Summary: Students will be assessed at regular intervals. Based on the assessment results, teachers will plan learning tasks and interventions to support student progress toward these benchmarks. Instruction may happen in the classroom during math workshop or during additional learning blocks and can be facilitated by classroom teachers, regular education tutors, or special education staff.*

Goal #2 (Focus Area A and C)

In the 2018-2019 school year, Birch Meadow staff will examine Massachusetts Mathematics Frameworks, curriculum materials, and teaching practices with the goal of aligning our teaching with state standards and improving student outcomes on district and state assessments.

*Summary: At faculty meetings educators will:*

*Review student performance on state standards for mathematics learning*

*Analyze grade level instructional alignment with state standards and student performance*

*Review the continuum of mathematics learning between grade levels to ensure vertical alignment between grades*

*Review existing materials and assessments and pilot new materials and assessments to align more fully with state frameworks for learning*

*In response to this work educators will add or shift mathematics instruction to address areas of need.*

Updated 1-31-19

Goal #3 (Focus Area D)

Goal #3 In the 2018-2019-year, Birch Meadow students and staff will focus on the School Core Values (Present, Safe, Kind Responsible, Respectful) through ongoing, school wide creative arts programming and All School Meetings, with the goal of increasing awareness of all Core Values, as measured by the end of year Core Value Survey.

*Summary: A Core Value will be the focus each month at Birch Meadow School. At All School meetings students will present the Core Value through performance and students sharing their own goals and aspirations toward the value. Monthly, each student will set intentions for following the focus Core Value. This work is coordinated by the PTO Enrichment Committee, the principal, and the School Leadership Team.*

<p>Goal 1: By June 2019, 85% of students (all categories and high needs) in Grades K, 1, and 2 will meet district benchmarks for number sense as evidenced through their performance on the following assessments:</p> <ul style="list-style-type: none"> <li>• Kindergarten – Counting Assessment and Changing Number Assessment</li> <li>• 1<sup>st</sup> Grade – Number Arrangements and Hiding Assessment</li> <li>• 2<sup>nd</sup> Grade – Hiding Assessment and Grouping 10s Assessment</li> </ul>			
<p>Assessment and Data Cycle for Number Sense</p>			
Action Step	Dates	Status	Responsible
<p><b>Kindergarten Goal 18-19:</b> By the end of the 2018-2019 school year, 90% of kindergarten students will be able to count 32 objects in an unorganized pile with accuracy compared to 17% that could in the fall of 2018.</p>	October 2018 to June, 2019	<p>1-31-19</p> <ul style="list-style-type: none"> <li>• 77% of kindergarten students at goal</li> </ul>	Kindergarten Teachers (Detailed plan in the Educator Plans for the 18-19 school year)
<p><b>1<sup>st</sup> Grade Goal 18-19</b> 90% of first graders will have met the benchmark on the 'Number Arrangements' assessment by January. 85% of first graders will have met the benchmark on the 'Hiding' assessment by June 1st.</p>	October 2018 to June, 2019	<p>1-22-19</p> <ul style="list-style-type: none"> <li>• 57% of 1<sup>st</sup> graders have met the Benchmark "Identifies Parts of Number at the Apply Level"</li> <li>• 52% of 1<sup>st</sup> graders have met the Benchmark "Combines Parts of Number at the Practice Level"</li> <li>• 38% of 1<sup>st</sup> graders have exceeded the benchmark "Combines Parts of Number" at the Apply Level</li> </ul>	1 <sup>st</sup> Grade Teachers (Detailed plan in the Educator Plans for the 18-19 school year)
<p><b>2<sup>nd</sup> Grade Goal 18-19</b> By the end of the 2018-2019 school year, 85% of students in</p>	October 2018 to June 2019	1-22-19	2 <sup>nd</sup> Grade Teachers (Detailed plan in the Educator Plans for the 18-19 school year)

<p>Grade 2 will be Ready to Apply in the Grouping Tens assessment.</p>		<ul style="list-style-type: none"> <li>• 82% of 2<sup>nd</sup> graders have met the benchmark for “Decomposes 10s and 1s to 20” at the Apply Level</li> <li>• 85 % of 2<sup>nd</sup> graders have met the benchmark for “Composes number to 100”</li> <li>• 67% of 2<sup>nd</sup> graders have exceeded the benchmark for “Adds and Subtracts 10s” at the Apply Level</li> <li>• 18% have met the benchmark for “Adds and Subtracts 10s” at the Practice Level</li> </ul>	
<p><b>Kindergarten Data Cycle – Counting Assessment</b></p> <ul style="list-style-type: none"> <li>• Counting Assessment- Part 1 (counting groups) administered by October 31</li> <li>• Counting Assessment Part 2 (one more/one less) administered by November 9</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> <li>• Data Team Meeting #1 – 11-29-18</li> </ul>	<p>October to December 2018</p>	<p>Completed</p>	<p>Kindergarten Teachers Tutors Principal</p>

Updated 1-31-19

<ul style="list-style-type: none"> <li>• Supports and interventions for students below grade level and re-assessment by December 21</li> </ul>			
<p><b>Grade 2 Data Cycle - Hiding Assessment</b></p> <ul style="list-style-type: none"> <li>• Hiding Assessment with all students by October 31, 2018</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> <li>• Data Team Meeting #1 – 11-1-18</li> <li>• Supports and interventions for students below grade level and re-assessment by December 21</li> </ul>	<p>October to December 2018</p>	<p>Completed</p>	<p>Second Grade Teachers Tutors Special Education staff Principal</p>
<p><b>Grade 1 Data Cycle - Number Arrangements</b></p> <ul style="list-style-type: none"> <li>• Number Arrangements on all students and Counting for students below K benchmark by October 31, 2018</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> <li>• Data Team Meeting #1 – 11-15-18</li> <li>• Supports and interventions for students below grade level and re-assessment by December 21</li> </ul>	<p>October to December, 2018</p>	<p>Completed</p>	<p>First Grade Teachers Tutors Special Education staff Principal</p>

<p><b>Grade 2 Data Cycle – Grouping Tens</b></p> <ul style="list-style-type: none"> <li>• Data Team Meeting #2 – January 10</li> <li>• Grouping Tens Assessment for all students and Hiding for students below benchmark by January 31, 2019</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> <li>• Reassessment of students below benchmark by March 31, 2018</li> </ul>	<p>January to March, 2019</p>		<p>2<sup>nd</sup> Grade Teachers Tutors Special education staff Principal</p>
<p><b>Grade 1 Data Cycle – Hiding Assessment</b></p> <ul style="list-style-type: none"> <li>• Data Team Meeting #2 – January 17, 2019</li> <li>• Hiding Assessment on all students and re-assessment of students below Number Arrangements benchmark by January 31, 2019</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> <li>• Reassessment of students below benchmark by March 31, 2018</li> </ul>	<p>January to March 2019</p>		<p>1<sup>st</sup> Grade Teachers Tutors Special education staff Principal</p>
<p><b>Kindergarten Data Cycle- Counting (continued)</b></p>	<p>January to March 2019</p>		<p>Kindergarten Teachers Tutors Principal</p>



Updated 1-31-19

<ul style="list-style-type: none"> <li>• Data Team Meeting January 24, 2019</li> <li>• Reassessment of students below counting benchmark by January 31, 2019</li> <li>• Continued support of students who are not meeting benchmarks</li> </ul>			
<p><b>Grade 2 Data Cycle-Grouping Tens and Hiding (continued)</b></p> <ul style="list-style-type: none"> <li>• Data Team Meeting, March 14, 2019</li> <li>• Reassess students below end of year benchmark by April 12, 2019</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> </ul>	<p>March to April 2019</p>		<p>2<sup>nd</sup> Grade Teachers Tutors Special Education staff Principal</p>
<p><b>Grade 1 Data Cycle-Number Arrangements and Hiding (Continued)</b></p> <ul style="list-style-type: none"> <li>• Data Team Meeting, March 21, 2019</li> <li>• Reassess students below end of year benchmark by April 12, 2019</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> </ul>	<p>March to April 2019</p>		<p>1<sup>st</sup> Grade Teachers Tutors Special Education staff Principal</p>

Updated 1-31-19

<p><b>Kindergarten Data Cycle – Changing Number</b></p> <ul style="list-style-type: none"> <li>• Data Team Meeting April 4, 2019</li> <li>• Assessment of all students with Changing Numbers Assessment by April 12, 2019</li> <li>• Teachers analyze results – students below benchmark receive supports from teachers and/or tutors during Pull Out period and math</li> </ul>	<p>April to May, 2019</p>		<p>Kindergarten Teachers Tutors Principal</p>
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<p>Goal #2 In the 2018-2019 school year, Birch Meadow staff will examine the 2017 Massachusetts Mathematics Frameworks, curriculum materials, and teaching practices with the goal of aligning our teaching and materials with state standards and improving student outcomes on district and state assessments.</p>			
Action Steps- <b>Standards Alignment</b>	Dates	Status	Responsible
<p>At least three faculty meetings will be used for vertical work studying mathematics standards and math units. In grade level and cross-grade level teams teachers will review units, align the teaching goals in</p>	<p>September 26 In-service- Teachers in Grades 3, 4, and 5  January 24, 2019 – Meeting to review current status of teaching in Measurement and Data or</p>	<p><b>Completed</b>  <b>Completed</b></p>	<p>Classroom teachers Special educators Principal</p>

Updated 1-31-19

<p>them with standards, and review standards across grade levels.</p>	<p>Geometry, based on the MCAS work from 10-24-19 – in grade level teams teachers reviewed one standard, noted the lessons/units/tasks already used to teach that standard and planned out a sequence for teaching the standard for the remainder of the year.</p> <p>Meeting #3 Not Scheduled</p>		
<p>Review of MCAS 2018 standards performance data and alignment with current instruction.</p>	<p>October 24</p>	<p>Completed</p>	<p>Classroom teachers Special educators All non-classroom/academic staff Principal</p>
<p><b>Action Steps-Assessment/Student Interventions</b></p>	<p>Dates</p>	<p>Status</p>	<p>Responsible</p>
<p>Fraction Intervention-Grade 5</p> <ul style="list-style-type: none"> <li>• Students identified through assessment and prior year MCAS performance</li> <li>• These students will participate in a module -“Do the Math Comparing/Ordering Fractions” - facilitated by special education staff and tutors</li> <li>• Post-assessment</li> </ul>	<p>October 2018 to January, 2019</p>	<p>Completed 2-15-19 Eight students participated in the Do the Math Fraction Intervention Group. The average score on the Pre-Assessment for these 8 students was 45% correct. The average score on the Post Assessment for these 8 students was 83% correct. Pre/Post Assessment Scores: Student A: 29%/81% Student B: 23%/90% Student C: 29%/71% Student D: 38%/71% Student E: 48%/90% Student F: 52%/76% Student G: 62%/95% Student H: 71%/88%</p>	<p>Special Educator Classroom teachers Tutors</p>

Updated 1-31-19

<p>Grades 3, 4, and 5 Number Sense and Computation Assessment Pilot</p> <ul style="list-style-type: none"> <li>• Students in grades 3, 4, and 5 will take an assessment to determine their use of patterns and number sense in computation – November 2018</li> <li>• Review of assessment results in faculty meeting and alignment with state frameworks and instruction</li> <li>• Determination of instructional changes or intervention plans based on results</li> <li>• Spring Assessment on Number Sense in Grades 3, 4, and 5 - April, 2019</li> </ul>	<p>November to April, 2019</p>		
<p><b>Action Steps-Instruction and Materials</b></p>	<p>Dates</p>	<p>Status</p>	<p>Responsible</p>
<p>Professional Learning for Grade 3, 4, and 5 Educators: Developing Number Understandings: Computational Fluency Grades 3-5</p>	<p>November 2018 and March 2019</p>	<p>November 2018 Completed</p>	<p>All general and special education staff working with students in Grades 3, 4, 5.</p>
<p>Grade K-2 Pilot Materials Teachers in K, 1 and 2 will pilot tasks from various supplemental materials. Feedback about usefulness/success of tasks provided by teachers and shared with Principal and STEM Coordinator.</p>	<p>2018-2019</p>	<p>Ongoing</p>	<p>Teachers in grades K, 1, and 2 Principal District STEM Coordinator</p>

Updated 1-31-19

<p>Grade level teams increase focus on Measurement and Data and Geometry in response to study of standards performance in October Staff Meeting.</p> <ul style="list-style-type: none"><li>• Grades K, 1, and 2 implementing tasks from NCTM Navigations Series on Geometry and Measurement/Data.</li><li>• Integration of data and measurement strands highlighted in other content areas (science, reading) at all grade levels.</li></ul>	<p>October 2018 to June, 2019</p>	<p>Ongoing – See January 24 Staff Meeting Description</p>	<p>All general and special education staff.</p>
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Goal #3 In the 2018-2019-year, Birch Meadow students and staff will focus on the School Core Values (Present, Safe, Kind Responsible, Respectful) through ongoing, school wide creative arts programming and All School Meetings, with the goal of increasing awareness of all Core Values, as measured by the end of year Core Value Survey.			
Action Steps-Standards Alignment	Dates	Status	Responsible
All students at all grade levels will participate in a creative arts workshop in which they explore the Core Values culminating in a performance at an All School Meeting focused on that value.	October 2018 – Grade 5 November 2018 – Grade 4 December 2018 – Grade 3 January 2019– Grade 2 February 2019 – Grade 1 April 2019 – Kindergarten	Completed Completed Completed Completed Scheduled Scheduled	PTO Enrichment Chair Principal Students Creative Arts, Reading, Staff
Students will set goals for Core Values as these values are presented at All School Meeting. They will set a home goal and a school goal.	October – Responsible November -Present December – Respectful January – Kind February – Safe April - Responsible	Completed Completed Completed Ongoing Scheduled Scheduled	Tier 1/PBIS Representative on School Leadership Team Students Principal
End of Year Core Values Survey <ul style="list-style-type: none"> <li>• Response to “The Core Value that is most important to me is....”</li> <li>• Data analyzed to look for trends in support of specific Core Values.</li> </ul>	May- June, 2019		School Leadership Team Principal