

West Elementary School Improvement Plan 2015-2016

Council Members:

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West Elementary School Improvement Plan

Andover Vision

The Andover Public Schools are committed to providing a world-class education in an innovative, inclusive, student-focused and fiscally stable educational system. We are committed to the children and community it serves through our focus on high expectations, academic achievement, and

education of the whole child, which we believe is the shared responsibility of the family, the school district, and the community. We support individuality, foster resiliency and collaboration, and the development of globally engaged learners.

The Andover Schools provide for children all of the services of a quality school district: nurturing, innovative, and qualified teachers and support staff; reflective, responsive, and effective school leaders, and a challenging curriculum that prepares students for the future. Students do their best work, independently and together. They acquire the skills necessary to think and communicate clearly. Teachers provide students with instructional experiences that are challenging and personalized. Students completing their education in Andover demonstrate the intellectual, interpersonal and reflective skills needed to thrive as productive and responsible citizens in our increasingly complex and diverse global society.

The school district is welcoming, respectful and inclusive. It supports open dialogue and seeks feedback regarding the effectiveness of its work from its stakeholders. All members of the school district are committed to continuous improvement, questioning the status quo, and seeking ongoing renewal of the organization.

The Andover Public Schools are committed to strong community relations efforts to meet the needs of its students today and in the future. The District develops and participates in partnerships with community groups including business and civic organizations. An understanding exists between the town government and the District of the need for educational funding and other resources required to meet the high expectations of our community which includes staffing, training, facilities, materials and equipment. Key to the success of this partnership is our ability to recognize opportunities and fulfill responsibilities to one another on behalf of Andover students.

Mission

The mission of the Andover Public Schools, in partnership with the entire Andover community, is to educate by engaging and inspiring, students to develop as self-reliant, responsible citizens who are thinkers, problem solvers, and contributors prepared to participate in an evolving global society.

Core Values

Core Values reflect what is truly important to an organization and serve as guiding principles for decision-making. Our Core Values represent how we want to “live” within our school communities. Core Values are for children and adults to embrace, internalize, model and live by. They are an expression of what is deep and enduring in our school system.

The Core Values of the Andover Public Schools

- High Achievement for All
- Teaching Excellence
- Innovation

- Respect
- Responsibility

High Achievement for All

We will...

- maintain high expectations, deliver effective differentiated instruction, and nurture a community of life-long learners
- provide college and career readiness educational programs for all students to achieve their potential.
- nurture a community of learners that supports the balance between social-emotional resilience and academic achievement.

Teaching Excellence We will...

- Ensure that skilled, knowledgeable, and passionate teachers and leaders are actively recruited and retained in the Andover Public Schools.
- Expect that faculty and staff provide engaging, relevant, and challenging learning experiences.
- Commit to supporting each student in order to deepen, expand and continuously improve learning regardless of abilities and motivations.

Innovation

We will ...

- create an environment that encourages students and staff to explore new learning opportunities.
- promote entrepreneurial spirit in our programmatic and fiscal decision-making.
- be recognized as a leader in student instruction, curriculum development and the integration of technology in the learning process.

Respect

We will...

- create an inclusive environment that recognizes and respects individual differences where everyone feels known, safe, and valued.
- create opportunities where diverse individuals are able to collaborate toward a common goal.

Responsibility

We will...

- promote an environment which fosters ethical behavior and citizenship in an evolving, global society in which all students and adults are accountable for their individual and collective behavior.
- Promote a collaborative community throughout Andover that actively supports and advocates for its students.

History Of West Elementary School

The first West Elementary School was built around 1849. It was a two-room building and was located at the end of Beacon Street. At that time there were two other elementary schools in Andover, the North School on North Street and the Indian Ridge School located on Cuba Street. These schools were closed sometime between 1946 and 1949.

In 1952, a new West Elementary opened on Beacon Street. Because of the large enrollment, fifth and sixth graders had to attend the Stowe School in the center of town. The first addition was added to the West in 1956 and students from kindergarten through grade six were then housed there. Each grade level contained two classrooms. The second addition to West was completed in 1970. It included a media center, cafeteria, auditorium seating 365, a faculty room, a gymnasium, and two classroom pods. New offices were also included as well as a clinic, conference room, and reception area. In September of 1988 West Elementary became a K-5 school when the school system was reconfigured to K-5, 6-8, and 9-12. After Andover High School, West is the largest of Andover's ten schools. It serves more than 650 students with a staff of 120 teachers, tutors, instructional assistants, and other support staff.

West Elementary School Council

Our council has diligently worked to enhance action steps and realign goals. Over the past year West Elementary School Council has worked collaboratively to develop our 2015-2016 School Improvement Plan (SIP) that has served as a primary driving force in the school decision-making process. We are proud of the progress we have made in developing a culture and community that reflects our school values of Learning, Self-Discovery & Caring for Others. Our work over the next year will focus on the social and emotional needs of our students, improving student achievement, assessing curriculum and instruction, supporting the health and safety of students and encouraging the continued growth of our school community.

Our individual school plan has targeted five school goals that align with Andover's Strategic Plan and the MERA goals. Our school goals are:

- To support teachers and administrators in continuing to align and implement curriculum based on the Massachusetts Framework (4 C's).
- To support academic improvement by increasing differentiated instruction, utilizing technology and maintaining low class size
- To continue to support the social and emotional needs of the students
- To promote the health and safety of all students
- To continue to grow and strengthen our school and community partnerships through collaboration.

I wish to acknowledgement to the members of the West Elementary School Council for their vision, efforts and commitment to West. It is through the council's collaborative effort that we wrote the 2015-2016 School Improvement Plan.

Enrollment Data



Enrollment by Race/Ethnicity (2014-15)			
Race	% of School	% of District	% of State
African American	2.1	1.9	8.7
Asian	11.9	15.3	6.3
Hispanic	4.9	5.0	17.9
Native American	0.2	0.2	0.2
White	77.6	74.8	63.7
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	3.2	2.8	3.1

Enrollment by Gender (2014-15)			
	School	District	State
Male	322	3,056	489,731
Female	331	3,020	466,113
Total	653	6,076	955,844

Enrollment by Grade (2014-15)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	63	375	387	444	479	519	489	530	508	522	420	477	432	415	16	6,076
West Elementary	3	69	78	89	125	152	137	0	0	0	0	0	0	0	0	653

2014 Accountability Data - West Elementary

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Organization Information			
District:	Andover (00090000)	School type:	Elementary School
School:	West Elementary (00090025)	Grades served:	PK,K,01,02,03,04,05
Region:	Northeast	Title I status:	Title I School (TA)
Certain students in this school participated in 2014 PARCC field tests and were exempt from MCAS English language arts and/or mathematics tests			

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2014 Data
	Less progress	More progress	
All students		84	Met Target
High needs		68	Did Not Meet Target
Low income		67	Did Not Meet Target
ELL and Former ELL		-	-
Students w/disabilities		71	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		100	Met Target
Afr. Amer./Black		-	-
Hispanic/Latino		-	-
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		86	Met Target

MCAS Tests of Spring 2014
Percent of Students at Each Achievement Level for West Elementary

Data Last Updated on September 18, 2014.

[More about the data](#)

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	73	57	13	12	60	46	24	33	3	10	148	91.9	N/A	N/A
GRADE 03 - MATHEMATICS	84	68	48	31	36	38	12	21	4	11	147	94.2	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	68	54	16	13	52	41	26	33	6	13	129	86.6	56.0	123
GRADE 04 - MATHEMATICS ¹	66	52	30	20	36	32	31	36	3	12	88	88.4	57.0	83
GRADE 05 - ENGLISH LANGUAGE ARTS	82	64	26	18	56	46	16	26	2	10	153	94.1	51.0	145
GRADE 05 - MATHEMATICS	83	61	52	30	31	30	16	24	1	15	153	93.8	66.0	148
GRADE 05 - SCIENCE AND TECH/ENG	65	53	24	20	41	33	33	34	3	13	153	87.4	N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - ENGLISH LANGUAGE ARTS	75	61	19	15	56	46	22	30	3	10	430	91.1	52.0	268
ALL ELEMENTARY SCHOOL GRADES - MATHEMATICS	79	62	45	28	34	34	18	27	3	11	388	92.7	65.0	231
ALL ELEMENTARY SCHOOL GRADES - SCIENCE AND TECH/ENG	65	56	24	21	41	35	33	33	3	11	153	87.4	N/A	N/A

¹ Some students were exempt from the spring 2014 MCAS testing in this subject because they participated in the PARCC field test. This data represents only those students who participated in MCAS.

² All students participated in the PARCC field tests in ELA and math and were exempt from the spring 2014 MCAS test administration in both subjects.

³ Burlington students in grades 3-8 participated in the PARCC field tests in ELA and math and were exempt from the spring 2014 MCAS test administration in both subjects.

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SIP Goal 1	<i>To support teachers and administrators in continuing to align and implement school curriculum based on the Massachusetts curriculum frameworks, which exemplifies 21st century learning.</i>
APS Strategic Plan	Strategy 1.1: Ensure that there is a system of curriculum, instruction, and assessment that is consistent, well sequenced, and articulated to enable APS students to engage in challenging academic experiences that are grounded in clearly defined standards reflecting 21st century themes and habits of mind and consistent with the new Massachusetts Curriculum Frameworks for mathematics
MERA Goals	MERA Goal 1 - The climate is conducive to high expectations and performance. MERA Goal 7 - Extracurricular activities and academic support MERA Goal 8 - Means for meeting diverse learning needs
Data Sources	<ul style="list-style-type: none"> • West Elementary School Council Survey-administered every two years October 2013 October 2015 • MCAS, PARCC, District Determined Measures (DDM) • District Measures

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
<ul style="list-style-type: none"> • Encourage teachers to join curriculum advisories (Science-2, ELA 6, Math 7) • Continue use of in-house study groups for Math In Focus • Use faculty meetings to disseminate information about district course of action 	<ul style="list-style-type: none"> • Principal • Teachers • K-5 Literacy Specialist • Director of Mathematics 	<ul style="list-style-type: none"> • 2014-2016 • ongoing 	<ul style="list-style-type: none"> • Students feel successful with all curriculum • Students show success on assessments • Teachers feel familiar and successful with curriculum • PARCC/ MCAS results demonstrate curriculum alignment • Unit tests demonstrate curriculum alignment 	<ul style="list-style-type: none"> • Time • Funding for ongoing professional development

Action Plan - Improvement Strategies (Continued from page 8)

- Institute in-house mini curriculum committees
- Continue regular team meetings
- Encourage vertical articulation across grade-levels within meetings
- Utilize New K-5 literacy specialist to help produce and communicate scope & sequence for Lucy Calkins writing program
- Focus on implementing new math curriculum year 2
- Continue to provide ongoing professional development in mathematics
- Provide support (time and training) for assistants
- Host second parent math information day and night(s) building-positive feedback from survey
- Change Open House format to incorporate curriculum component (K-2 no students Grades 3-5 students and parents)
- Support implementation of new Science Curriculum

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SIP Goal 2	<i>To support academic improvement in English language arts and mathematics by increasing differentiated instruction, utilizing technology and maintaining low class size.</i>
APS Strategic Plan - #1	<p>Strategy 1.3 Ensure that students have diverse learning experiences that evidence differentiated instruction, an understanding of learning styles and real world experiences through PK-12 classroom instruction</p> <p>Strategy 2.2 Create technology-rich digital classrooms where students use appropriate and safe technology tools and resources to support the learning and teaching process</p> <p>Strategy 2.3 Increase and range availability of high quality professional development opportunities to support and enhance APS efforts to integrate technology into (a) teaching and learning, and (b) business and administrative functions.</p> <p>Strategy 3.3 Maintain a comprehensive staff development program aligned with the APS mission and vision and student learning priorities to support staff in meeting the needs of all students.</p>
MERA Goals	<p>MERA Goal 1 - The climate's conducive to high expectations and performance.</p> <p>MERA Goal 2 – Class size</p> <p>MERA Goal 3 - Professional development plan to meet the school's goals</p> <p>MERA Goal 7 - Extracurricular activities and academic support</p> <p>MERA Goal 8 - Means for meeting diverse learning needs</p>
Data Sources	<ul style="list-style-type: none"> ● Curriculum based measures ● Vertical data meetings ● District determined data source ● West Elementary School Council Survey

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
<ul style="list-style-type: none"> • Expand Power Block to grade 4 • Strongly utilize K-5 literacy specialist to help produce and communicate scope & sequence for writing and ELA • Build literacy team time • Hold monthly data meetings • Continue growing co-teaching special education/ELL/Technology model • Provide PD for new science program • Maintain small class size • Continue small group guided math approach • Continue to embrace technology to both support and differentiate instruction. Technology examples include: <ul style="list-style-type: none"> ○ Ipad apps ○ RAZ kids ○ Tech PD for teachers ○ Web 2.0 • Continue to strengthen before & after school enrichments in technology, science and engineering, foreign language, art and athletics 	<ul style="list-style-type: none"> • Principals • Teachers • Parents (at home support of online resources for remediation and enrichment) 	<ul style="list-style-type: none"> • 2015-2016 	<ul style="list-style-type: none"> • Increase in student progress as demonstrated by data share • Preserve integrity of small groups • Increase in MCAS results • Increase in unit assessments • Increase in enrollment in targeted enrichment 	<ul style="list-style-type: none"> • Budgetary support of online programming • PTO funds for augmenting PD and resources • K-5 Literacy specialist • Teachers, parents and community members willing to dedicate teaching time.

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SIP Goal 3	<i>To continue to support the social and emotional needs of the students.</i>
APS Strategic Plan - Goal 1	Strategy 1.4: Ensure that each school has a strong and healthy school culture that promote a sense of participation, wellness, safety, and security for all students so students develop the social, emotional, and wellness competencies that will enable them to be self- aware, have interpersonal skills to self-manage, and to make responsible decisions.
MERA Goals	MERA Goal 1 – The climate’s conducive to high expectations and performance MERA Goal 5 - Health Safety and Discipline MERA Goal 6 - Welcoming environment characterized by tolerance and respect
Data Sources	<ul style="list-style-type: none"> • Open Circle High Five book • Office referrals • Social workers’ caseloads • Clinic visits –anxiety related or other health issues

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
<ul style="list-style-type: none"> • Increase BCBA time to 1.0 F.T.E • Schedule meeting times between social worker and staff to impart and review evolving needs of students <ul style="list-style-type: none"> ○ New topic needs to be implemented in Open Circle ○ Topics arise for parental info 	<ul style="list-style-type: none"> • Social workers • Teachers • Administration • Nurse • Assistants 	<ul style="list-style-type: none"> • 2015-2016 	<ul style="list-style-type: none"> • Students who can access curriculum • Staff who are better able to help students • Student discipline needs decrease including a reduction in office 	<ul style="list-style-type: none"> • Time Faculty and level team • Funding for PD for Open Circle • Funding for social worker • Funding for BCBA consult

Action Plan - Improvement Strategies (Continued from page 12)

- Continue professional development on the social and emotional needs of students
- Continue to grow parent coffees to communicate the social and emotional needs of students
- Utilize online medium to access social emotional presentations
- Conduct faculty forums to provide information on the use of existing resources including behaviorists
- Continue use of Friday Family
- Continue focus on open circle including:
 - Have all teachers trained in Open Circle/assistants/specialists
 - Maintain OC sustainability team with core group specialists/ social workers and administration
 - Conduct school-wide assemblies focusing on the five tenets of Open Circle
 - Hold monthly Friday Families where school mixes up homerooms to discuss themes
 - Utilize OC High Five-common language for all
 - Host Grade Level Coffees-link to parent education

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SIP Goal 4	<i>To promote the health and safety of all students</i>
APS Strategic Plan - Goal 2	Strategy 1.4: Ensure that each school has a strong and healthy school culture that promote a sense of participation, wellness, safety, and security for all students so students develop the social, emotional, and wellness competencies that will enable them to be self- aware, have interpersonal skills to self-manage, and to make responsible decisions.
MERA Goals	MERA Goal 5 - Health Safety and Discipline MERA Goal 6 - Welcoming environment characterized by tolerance and respect
Data Sources	<ul style="list-style-type: none"> • West Elementary Community survey • Additional community feedback (students, teachers, parents)

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
<ul style="list-style-type: none"> • Increase custodial staff • Examine quality of supplies • Engage students in a whole school ownership of cleanliness, respect and behavior • Empower all adults in school in order to best promote the health and safety of all students. • Provide clarity of expectations and responsibility 	<ul style="list-style-type: none"> • Administration • Teachers • Students • Assistants 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • Cleaner school • Quieter and more respectful common areas (i.e. hallways, cafeteria, playground) 	<ul style="list-style-type: none"> • Funding for custodial position

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SIP GOAL 5	<i>To continue to grow and strengthen our partnerships through collaborations within the West Elementary community, the business community and other relevant resources.</i>
APS Strategic Plan - Goal 5	Strategy 4.2: Expand and strengthen collaborations with parents, volunteers, business and community partners and others to support student achievement by identifying mutual needs and opportunities for collaboration and partnerships Strategy 4.3: Engage the parent community, community-at-large, and local town government in developing a strong, collaborative partnership that effectively supports the work of public school and public school educators.
MERA Goals	MERA Goal 4 - Enhancement of parental involvement MERA Goal 6 - Welcoming environment characterized by tolerance and respect
Data Sources	<ul style="list-style-type: none"> • West Elementary Community survey • Partnership feedback • Volunteers

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
<ul style="list-style-type: none"> • Increase communication within community • Recruit and maintain volunteers (Rotarians and Senior Center) • Expand and explore partnerships within community-Merrimack College-Interns 	<ul style="list-style-type: none"> • School Council • Administration • Parents • Teachers 	<ul style="list-style-type: none"> • 2015-2016 	<ul style="list-style-type: none"> • Increased partnerships • Lowered adult to student ratio across all learning environments 	<ul style="list-style-type: none"> • Time • Meetings with Outside groups

