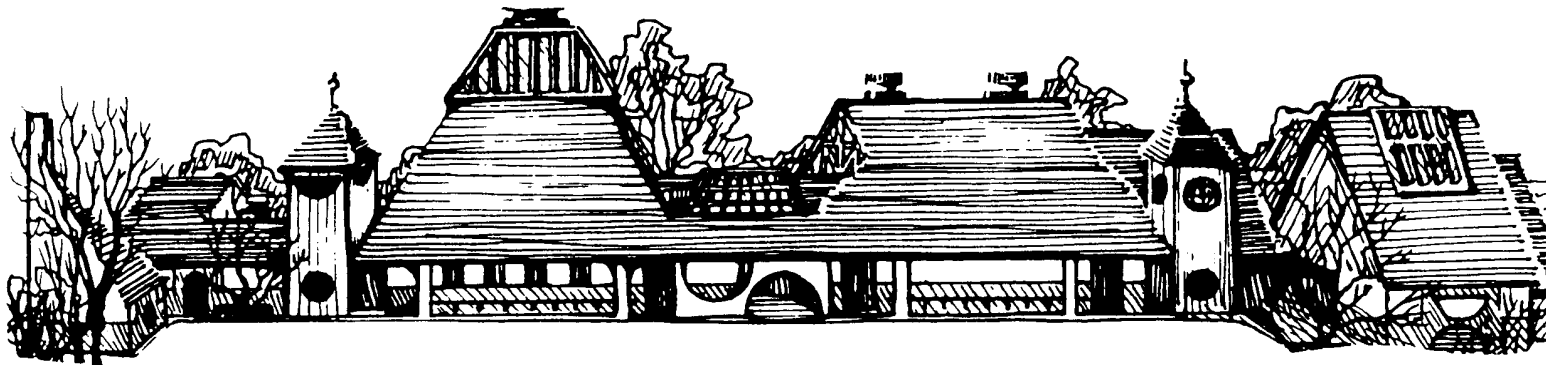


Bancroft Elementary School

FY2012

School Improvement Plan



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Bancroft Elementary School -- Andover, Massachusetts

Introduction

Our School Improvement Plan is the result of input from Bancroft parents and staff members. At Bancroft, we continually strive to improve as a learning community. Our School Improvement Council studied our survey responses as well as the ideas and opinions of staff members and the PTO to determine the top priorities for our School Improvement Plan.

Progress Report on the 2010-2011 School Improvement Plan

Goal	Status	Remarks
<p><u>Class Size</u></p> <p>a. Maintain low class size that conforms to the <u>unique needs</u> of the Bancroft School. Specifically, in 2010-11 we need to reconfigure the current third grade class into four classrooms instead of the current three classrooms without incurring cuts to existing programs.</p>	Completed	<p>a. This year we maintained reasonable class size at all levels. We increased our current fourth grade (last year's third grade) to four classrooms, creating an average class size of 21.5 at that grade level.</p> <p>Bancroft is experiencing an increase in new student registrations at all grade levels. It will be important to monitor the class sizes as enrollment increases.</p>
<p><u>Curriculum and Instruction</u></p> <p>a. Provide technology and professional development to support the acquisition of 21st century skills.</p>	Ongoing	<p>a. Our PTO purchased four additional Promethean Boards, that went into one first grade, two second grade, and one third grade classrooms. Teachers received training through the vendor on use of the boards. They also attended in-district workshops to learn how to use Smartboard lessons on their Promethean Boards.</p> <p>Teachers in second and third grades met with a representative from Good Habits, Great Readers, components of which, our teachers recently acquired, to learn how to access on-line support. This support is in the form of suggestions for using the program and additional materials that can be downloaded to enhance the program.</p>

<p>b. Continue to build parent understanding of the Everyday Math Program and support teachers in order to improve student performance in math.</p> <p>c. Increase MCAS performance* of subgroup populations to make AYP in ELA and math.</p> <p>d. Increase special education teaching staff to replace the .2 FTE lost in 2008 and increase total time to meet the needs of our students.</p> <p>e. To restore the schoolhouse operating budget to 2002-2003 levels.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Not completed</p> <p>Not completed</p>	<p>b. A Math Game night was held last spring. Children from all grade levels showed their parents how to play the games. Parents took home game directions so that they can continue playing them at home. Materials were made available to parents who were unable to attend Math Game Night.</p> <p>Teachers carefully examined EDM in conjunction with the MA Curriculum Frameworks to make sure that the language and concepts articulated in the frameworks are addressed in EDM and adjusted EDM to reflect the frameworks.</p> <p>c. All measurable subgroups made AYP in ELA in 2010. One subgroup, special education, did not make AYP in mathematics. Thus, special education teachers also examined EDM and made adjustments to reflect the frameworks (see “b”).*</p> <p>d. Due to budget constraints, we did not complete this goal.</p> <p>e. Due to budget constraints, we did not complete this goal.</p>
<p><u>School Climate</u></p> <p>a. Continue to build a climate of respect in which all members of the school community demonstrate self-respect, respect for others, and respect for our school.</p>	<p>Ongoing</p>	<p>a. Monthly respect assemblies and monthly Bancroft Buddy meetings to build an understanding of how respectful people interact with each other and the environment, as well as demanding respect for oneself. All children signed respect contracts, pledging to be respectful to self, others, school. Children who were “caught” being respectful signed the Principal’s Book.</p>
<p><u>Building Needs</u></p> <p>a. If we are to remain in the present building during construction, install</p>	<p>Not</p>	<p>a. With the current budget crisis, funding for outside speakers was not</p>

2011-2012 School Improvement Plan

Focus of the Plan

This year, we will focus on the following Massachusetts Education Reform Act (MERA) areas:

- **Impact of class size on student performance**
- **School climate conducive to high expectations and performance**
- **Meeting the diverse learning needs of all students**
- **Welcoming and Safe School Environment**

The 2011-2012 Bancroft School Improvement Plan seeks to outline goals to help Andover maintain its position as one of the leading school systems in the state, while managing to operate within the decreased budget that exists as a result of the drastic budget cuts of recent years. In addition to operating in the most efficient manner possible, Bancroft Elementary School needs to meet the unfunded requirements of Federal and State mandated programs, such as No Child Left Behind, MCAS, Special Education and the Anti-Bullying law.* Meeting these needs, while continuing to provide the best education possible to the children of Andover, will demand sufficient funding along with an increased commitment from the Bancroft staff, parents and the Town of Andover per the goals below.

Goals of the Plan

1. Class Size

- a. Maintain low class size that conforms to the unique needs of the Bancroft School.
- b. Keep class size within the guidelines stated in the School Committee Policy Manual:
 - i. Kindergarten: At or below 20, and if not feasible, within a range of 16 to 24
 - ii. Grades 1 & 2: At or below 23, and if not feasible, within a range of 19 to 27
 - iii. Grades 3-5: At or below 25, and if not feasible, within a range of 21 to 29

2. Curriculum and Instruction

- a. Technology: Integrate across disciplines using state of the art hardware and research-based software
- b. Social Competency: Implement a consistent, research-based curriculum, K-5 (See Goal 4)
- c. Math: Build parent understanding of the Everyday Math Program

- d. MCAS: Improve performance of aggregate and subgroup populations to make AYP in ELA and math.*
- e. Funding: Increase schoolhouse operating budget for purchase of materials needed for programming and daily instruction

Staffing and Professional Development

- a. Staffing
 - i. Increase special education staff to meet the needs of our students.
 - ii. Add a Technology Coach to co-teach and provide support for incorporating technology across the curriculum.
 - iii. Increase Adjustment Counselor time to support the increased need of our students.
 - iv. Add a Math coach to coordinate math instruction and curriculum to meet the Andover Benchmarks and new State and Federal guidelines.
 - v. Increase Educational Assistant time to meet the growing needs of the entire Bancroft community.
- b. Professional Development
 - i. Continue to provide technology and professional development to support the acquisition of 21st century skills.
 - ii. Train staff in research based social competency programs as required by the Anti-Bullying State and Federal mandates.*
 - iii. Provide professional development to support new curriculum initiatives throughout the district.

4. School Climate

- a. Continue to build a climate of respect in which all members of the school community demonstrate self-respect, respect for others, and respect for our school.
- b. Implement a research-based social competency K-5 curriculum.*.

5. Building Needs

- a. Maintain involvement in the development and execution of a plan to renovate or replace the Bancroft School.
- b. Create a plan for a smooth and safe transition for the Bancroft students and families during and after construction of a new building.
- c. Develop a plan to construct both a temporary playground (to be used during construction phase of building) and permanent playground for Bancroft Elementary School.

BANCROFT SCHOOL GOAL 1 - CLASS SIZE

- a. Maintain low class size that conforms to the unique needs of the Bancroft School.
- b. Keep class size within the guidelines stated in the School Committee Policy Manual:
 - i. Kindergarten: At or below 20, and if not feasible, within a range of 16 to 24
 - ii. Grades 1 & 2: At or below 23, and if not feasible, within a range of 19 to 27
 - iii. Grades 3-5: At or below 25, and if not feasible, within a range of 21 to 29

Andover Goal/Objective: Ensure that all children are in schools that are safe and conducive to learning, continuing to monitor student enrollment and space needs.

Massachusetts Focus Area: Impact of class size on student performance.

What: Currently we have four sections of each grade level, except in first grade. We have three sections in first grade. Our average class size in all classes is in the low 20's, with a low of 19 in kindergarten to one class of 24 in second grade. Thus, all except one class are at or below our mid-range.

However, 15 new students joined Bancroft from September 2010 to February 2011. This dramatic increase may be an aberration or may be a trend. It is important that we monitor this to make sure that if it is a trend, we maintain class sizes at or below the mid-point of the range set forth in the School Committee's guidelines. Small classroom space and the open concept school make it critical that we maintain reasonable class sizes. Our rooms cannot support high numbers and become extremely crowded when our numbers reach 24 in any one classroom. Additionally, because of the openness of the building, noise levels are elevated and detrimental to teaching and learning when class sizes grow large.

Persons Responsible: School Committee, Superintendent, and Principal

Outcome: All Bancroft classes will continue to be at or below the midpoint of the ASC Policy.

BANCROFT SCHOOL GOAL 2 - CURRICULUM AND INSTRUCTION

- a. Technology: Integrate across disciplines using state of the art hardware and research-based software
- b. Social Competency: Implement a consistent, research-based curriculum, K-5 (See Goal 4)
- c. Math: Build parent understanding of the Everyday Math Program
- d. MCAS: Improve performance of aggregate and subgroup populations to make AYP in ELA and math.*
- e. Funding: Increase schoolhouse operating budget for purchase of materials needed for programming and daily instruction

Andover Goals/Objectives: Andover Public School District will provide the curriculum, instruction and assessment that develop 21st century skills in all students.

Massachusetts Focus Areas: School climate conducive to high expectations and performance.
Means for meeting diverse learning needs, including special education needs.

What:

- a. Bancroft is in a unique situation in its plan for technology acquisition. Many of our technology needs will be met when the new building is completed. Meanwhile, we need to make sure that our students are afforded the opportunities for learning using technology that are available to other Andover students. To this end, we will continue to explore current software programs to support and enhance our curriculum. We will maintain our current technology hardware in good repair and replace equipment as needed, remaining poised for acquisition of equipment for our new school to enable all students to access state of the art technology that supports learning.

As we continue to grow technologically, we will keep parents informed about our strengths and needs. We will provide parents with demonstrations of how we are currently using it.

- b. Recently enacted State anti-bullying laws and mandates have brought to the forefront recognition of the need to teach children social competency skills that will give them the tools to be strong, productive members of a community.* Many teachers in Andover are skilled in using Open Circle, a research-based social competency program. By completing the training and providing the curriculum materials to all teachers in grades K-5, we will deliver this social competency program to all children. This will provide consistency and a common language for addressing social issues throughout Andover.

- c. As a result of a parent survey conducted in spring, 2009, we learned that many parents are unfamiliar with the Everyday Math Program, and, as a result, have difficulty supporting their children in math. Therefore, we held an Everyday Math Night for parents in October, 2009. We will hold more such events to keep parents informed and involved in their children's math education, remaining cognizant of the needs of new families joining Bancroft who do not have experience with the Everyday Math Program.
- d. MCAS analysis revealed that while overall our students performed well on MCAS, our special education population did not make adequate yearly progress in math.* With focused attention on areas of weakness for these children provided through individual and small group instruction in the classroom and by special educators, we expect to bring their scores into the proficient range.
- e. In 2002-2003, our school operating budget was reduced by over 30%. This, along with subsequent additional operating budget cuts, has severely impacted the purchase of classroom supplies, curriculum materials, copying costs, office supplies and professional development. As a result, we rely heavily on parent contributions and donations.

Persons Responsible:

Principal, School Personnel, Superintendent, School Committee, Budget Manager

Outcome:

- a. Teachers will have access to technology to support their teaching and will have the training to use that technology effectively.
- b. Teachers will implement the Open Circle Program across all grade levels, K-5, giving students skills with which to become socially competent citizens.
- c. Parents will attend workshops to learn about EDM and how they can best support their children in math
- d. Special education students will demonstrate adequate yearly progress in ELA and math by increasing their performance on the MCAS.*
- e. The school operating budget will be increased to meet the educational needs of our current school population.

BANCROFT SCHOOL GOAL 3 STAFFING AND PROFESSIONAL DEVELOPMENT

a. Staffing

- i. Increase special education staff to meet the needs of our students.
- ii. Add a Technology Coach/Specialist to co-teach and provide support for incorporating technology across the curriculum.
- iii. Increase Adjustment Counselor time to support the increased need of our students.
- iv. Add a Math Coach/Specialist to coordinate and support math instruction and curriculum to ensure consistent application of the new state standards across the grade levels.
- v. Increase Educational Assistant time to meet the growing needs of the entire Bancroft community.

b. Professional Development

- i. Continue to provide technology and professional development to support the acquisition of 21st century skills.
- ii. Train staff in the Open Circle Curriculum, a research based social competency program (See Goal 4)
- iii. Provide professional development to support new curriculum initiatives throughout the district.

Andover Goal/Objective: Ensure that teachers are highly qualified to prepare students for a diverse global community

Massachusetts Focus Area: Enhance the Quality & Professionalism of Teachers

What:

Staffing:

- a. In Andover, we strive to provide programming to meet the needs of all of our children, reducing the need to send children out of the district for their education. As our population grows (currently at 500, up from 483 at the beginning of the year), our needs increase. In order to better meet the needs of our students requiring specialized instruction, we need an additional .5 Full-time Teaching Equivalent (FTE) special education teacher to accommodate our students.*
- b. .5 FTE Technology Coach/Specialist who will coach teachers and co-teach to give teachers the necessary skills to integrate technology into the curriculum.
- c. .5 FTE School Adjustment Counselor is struggling to meet the education plan requirements of all the Bancroft children who are in need of counseling. As our population grows and student needs are identified, our need for additional support from an adjustment counselor grows.

- d. 1.0 FTE Math Coach/Specialist will co-teach and work with teachers, providing tools and techniques to differentiate instruction to meet all students' needs.
- e. 1.8 FTE Educational Assistants to provide a 1.0 FTE for each grade level, 1-5. With a great deal of small group instruction and differentiation in keeping with the RTI model, our assistants are needed to support the classroom teachers by working with children in small groups and individually as well as providing some supervision the class when the teacher is working with small groups.

Professional Development:

- a. Technology: With the lack of technology professional development, teachers are struggling to keep up with the increasing demands of incorporating 21st century skills throughout the curriculum.
- b. Open Circle training: Many teachers are not adequately trained in social competency programs as required by the Anti-Bullying State and Federal mandates.* Teachers are using new curriculum initiatives without training and support.
- c. Teacher training to meet curricula and instructional needs: As we adopt new technology hardware and software, we also need to make sure that our teachers receive the professional development that will enable them to maximize the use of technology now and in the future to meet the needs of all students.

Persons Responsible: Principal, Superintendent, School Committee and Budget Manager

Outcome: Staffing:

Special Education needs of our students will be met.¹

- a. Technology will be incorporated across the curriculum.
- b. Students will receive counseling to meet their needs.

¹ Unfunded legal mandate.

- c. Our math curriculum and instruction would be coordinated to meet Andover Benchmarks and new State and Federal guidelines.
- d. Educational assistants will be able to meet the needs of our growing Bancroft population.

Professional Development:

- a. Teachers will be trained and supported while incorporating technology across the curriculum
- b. Teachers will be trained and supported in Social Competency Programs to meet State and Federal Anti-bullying mandates.*
- c. Teachers will be trained and supported in new curriculum initiatives throughout the district.

BANCROFT SCHOOL GOAL 4 - SCHOOL CLIMATE

- a. Continue to build a climate of respect in which all members of the school community demonstrate self-respect, respect for others, and respect for our school.
- b. Implement a research-based social competency/anti-bullying program, K-5.*

Andover Goal/Objective: The Andover Public Schools will commit to and promote respect and civility among students, staff, parents, elected officials, and community.

Massachusetts Focus Area: School climate conducive to high expectations and performance.

- What:**
- a. As a community, we established student guidelines for establishing a climate of self-respect, respect for others, and respect for the school:
 1. I respect myself by working hard and making good choices.
 2. I respect others by treating them the way I want to be treated.
 3. I respect my school by making sure it is a safe and clean place to learn.

We continue to hold monthly school assemblies to demonstrate behaviors that address one or more of the three guidelines. We will continue to maintain the Bancroft Buddy system where classes are teamed up with a class from another grade level to establish respectful relationships with children of other grade levels.

Staff will continue to develop activities and programming to help students understand the importance of being respectful community members. Adults (parents and staff) will be encouraged to model respectful behaviors for children.

- b. Adopt Open Circle, a research-based social competency anti-bullying program that will provide consistency and common language across grade levels and throughout the Bancroft community to teach students skills for becoming productive, socially competent and caring members of a community. Open Circle is a comprehensive, grade-differentiated social and emotional learning program for grades K-5 children. It is the mission of the program “work with school communities to help children become ethical people, contributing citizens and successful learners.”*

Unfunded legal mandate.

Persons Responsible: Principal, School Personnel, Community members

Outcomes:

- a. While building a respectful environment is ongoing, evidence of self-respect, respect for others, and respect for the school will be apparent and most notable among children during unstructured times such as recess.
- b. Students, teachers, and parents will share an understanding of social competency and responsibility. They will use common language to communicate around this topic.

BANCROFT SCHOOL GOAL 5 - BUILDING NEEDS

- a. Maintain involvement in the development and execution of a plan to renovate or replace the Bancroft School.
- b. Create a plan for a smooth and safe transition for the Bancroft students and families during and after construction of a new building.
- c. Develop a plan to construct both a temporary playground (to be used during construction phase of building) and permanent playground for Bancroft Elementary School.

Andover Goal: The Andover Public Schools will continue to provide well-maintained facilities.

Massachusetts Focus Area: Welcoming and Safe School Environment

What:

- a. The Bancroft Principal will continue to serve on the Building Committee, and chair the Bancroft Building Advisory Group. Members of the Bancroft Building Advisory Group will serve in an advisory capacity to the principal and will help to keep the project transparent to all constituents. Additionally, periodic Building Committee reports at PTO meetings will clarify information and answer parent and community questions.
- b. We will need to ensure that our students and staff are safe and are ready to make the necessary changes needed during construction.
- c. As part of the new Bancroft building project, a playground structure will need to be designed and funded adhering to low maintenance requirements and safety specifications and providing imaginative and healthful recreation for children attending the school and for the surrounding community.

Persons Responsible:

- a. Principal, Andover School Building Committee, Bancroft Building Advisory Group
- b. Principal, School Committee, Andover School Building Committee, Bancroft Building Advisory Group
- c. Principal, Bancroft Playground Committee, Bancroft PTO

Outcomes:

- a. The Bancroft Community will be informed as the building project progresses and will have opportunities to convey their ideas and opinions about the project.
- b. Students and staff will embrace the project. They will have a sense of ownership in it. Students will continue to learn and, in fact, learning will be enhanced as a result of the experience. Teachers will continue to teach, unhampered by the project. Sharing the environment with construction will be value added for our Bancroft community.
- c. The implementation of a safe and imaginative play structure for children across the kindergarten-grade 5 age spectrum and for use by the entire community for years to come.