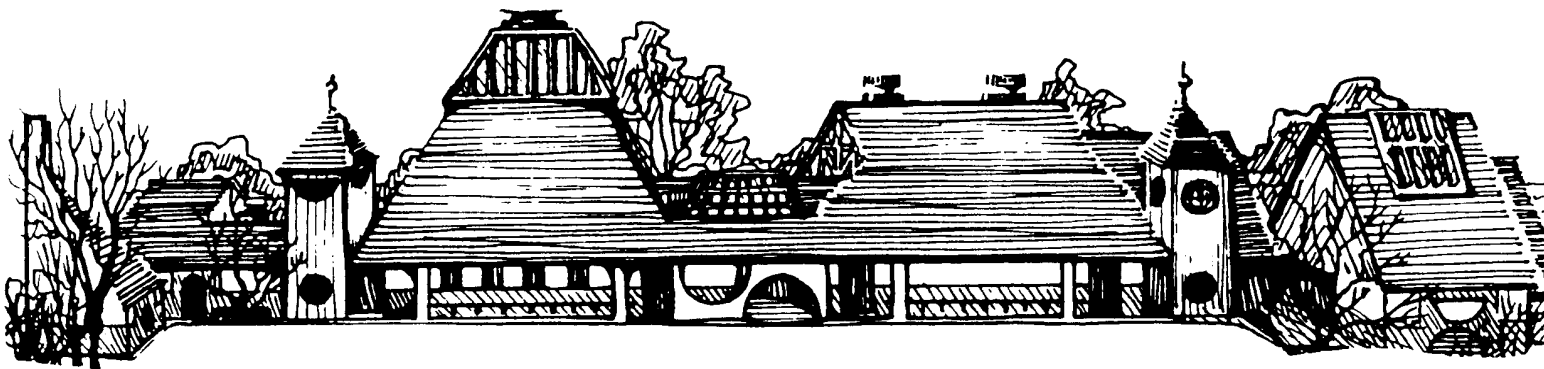


# Bancroft Elementary School

FY2011

## School Improvement Plan



# **School Improvement Council Members:**

## **Bancroft Principal**

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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. An online survey conducted last spring gave us formal input from parents. Additionally, we continually receive input from the PTO and from 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 2009-2010 School Improvement Plan

<u>Goal</u>	<u>Status</u>	<u>Remarks</u>
Maintain both low class size and the re-allocation of space that conforms to the <u>unique needs</u> of the Bancroft School.	Ongoing	In this year of severe budget cuts, we were unable to maintain class size at or below the mid-point of the School Committee Policy. Our third grade classes each have 27 children. The range for third grade is 21-29, with 25 students being the mid-point.
<p>-Provide technology and professional development to support the acquisition of 21<sup>st</sup> century skills.</p> <p>-Increase parent understanding of the Everyday Math Program and support teachers in order to improve student performance in math.</p> <p>-Increase performance of students scoring high Needs Improvement on MCAS to Proficient range through direct support to students and support to teachers.</p>	Ongoing	<p>-Through private donations and PTO support, we purchased 4 Promethean interactive whiteboards for our school. Those teachers who have the Promethean Boards have received training from Greenpages, the distributor of the interactive whiteboards. We will continue to assess our technology needs in light of the Bancroft building project and continued budget concerns.</p> <p>-We held a fall Math Information Night for parents. About 40 parents came to learn about the Everyday Math Program and how it is implemented at Bancroft.</p> <p>-Our students scored between the top 1.2 and 11.4 percent on all MCAS tests, grades 3-5. However, we did not make Adequate Yearly Progress for our special education students in English Language Arts. Thus, while we are pleased with our overall results, we need to examine our work with our special education students and provide the necessary support for them to make adequate growth.</p>

<p>Re-define the scope of responsibilities of our Educational Team Facilitator (ETF) and change the job description accordingly</p>	<p>Completed</p>	<p>This position was re-defined to reflect the scope of responsibilities associated with this position.</p>
<p>-Install outside speakers to enable the office staff to communicate quickly and effectively with students and teachers who are at recess or traveling to and from the portables.</p> <p>-Maintain involvement in the development and execution of a plan to renovate or replace the Bancroft School.</p>	<p>Ongoing</p>	<p>-With the current budget crisis, funding for outside speakers will need to come from other sources. By January, we expect to know whether our current school will need to be taken down to make way for a new building. If the building will remain in use during construction, we will seek private funding (PTO and parent donations) to fund the purchase and installation of the speakers.</p> <p>-The Bancroft Principal continues to be an active member of the Andover Building Committee. Additionally, the principal organized an advisory group of parents and teachers called the Bancroft/Shawsheen Building Advisory Group to advise the principal and offer suggestions as the project moves forward. This group will also be a liaison to the community during the project.</p>

## **2010-2011 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

### **Goals of the Plan**

1. Maintain low class size that conforms to the unique needs of the Bancroft School.

- a) Re-configure the current third grade class into 4 classrooms instead of the current 3 classrooms without incurring cuts to existing programs.

2. Curriculum and instruction

Provide technology and professional development to support the acquisition of 21<sup>st</sup> century skills.

- b) Continue to build parent understanding of the Everyday Math Program and support teachers in order to improve student performance in math.
- c) Increase MCAS performance of subgroup populations to make AYP in ELA and math.
- 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.
- e) To restore the schoolhouse operating budget to 2002-2003 levels.

3. 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.

4. Building Needs

- a) If we are to remain in the present building during construction, install outside speakers to enable the office staff to communicate quickly and effectively with students and teachers who are at recess or traveling to and from the portables.
- b) Maintain involvement in the development and execution of a plan to renovate or replace the Bancroft School.

**Bancroft School Goal 1** Maintain low class size that conforms to the unique needs of the Bancroft School.

**Andover Goal/Objective:** Ensure that all children are in schools that are safe and conducive to learning.

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

**What:** Increase our current third grade classes to include four classrooms instead of the current three classrooms. There are currently 81 children in the third grade, with 27 children in each class. This exceeds the midpoint of the School Committee guidelines for class size (21-29, midpoint: 25). Individualized and differentiated instruction is more difficult to implement with such large classes. We need to restructure this grade level to ensure that student/teacher ratios are at or below the midpoint of the Andover School Committee policy. This will enable students to maximize their potential.

**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) Provide technology, a .5 technology specialist, and professional development to support the acquisition of 21<sup>st</sup> century skills.
- b) Continue to build parent understanding of the Everyday Math Program and support teachers in order to improve student performance in math.
- c) Increase MCAS performance of subgroup populations to make AYP in ELA and math.
- 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.
- e) Restore the schoolhouse operating budget to 2002-2003 levels.

**Andover Goals/Objectives:** Andover Public School District will provide the curriculum, instruction and assessment that develop 21<sup>st</sup> 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. The likelihood of our building being replaced means that we need to take a conservative approach in acquiring technology equipment. Many of our technology needs may 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, our PTO will set aside funds to use now and in the future to bring 21<sup>st</sup> century technology to Bancroft.

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. With the elimination of technology specialists and reduced funds for professional development, training teachers to incorporate technology into instruction is a challenge. We need .5 technology specialist who will coach teachers and co-teach to give teachers the necessary skills to integrate technology into the curriculum.

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) As a result of a parent survey conducted last spring, 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. We will hold more such events to keep parents informed and involved in their children's math education.

c) MCAS analysis revealed that while overall our students performed well on MCAS, our special education population did not make adequate yearly progress in ELA. 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.

d) In the 2008-2009 school year, literacy resource instruction was reconfigured to mesh the services of Title One, special education and regular education. This reconfiguration has been quite successful in meeting the literacy needs of our students. However, in making this change, a .50 FTE special education teacher became a .50 FTE reading teacher and .30 FTE special education teacher. As a result, we maintained a total 1.0 FTE in reading but lost .20 FTE in special education. As the special education needs of Bancroft increase and will continue to increase in the 2010-2011 school year with in-coming kindergartners who are already identified as needing special education services, it will be important to restore the .20 FTE in special education and if necessary increase it to meet the needs of our students.

e) In 2002-2003, our school operating budget was reduced by over 30%. This, along with additional operating budget cuts in the 2009-2010 school year, have 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) Parents will attend workshops to learn about EDM and how they can best support their children in math
  - c) Special education students will demonstrate adequate yearly progress in ELA by increasing their performance on the MCAS.
  - d) Special education staffing will be able to conduct programming to meet the needs of all of our special education students.
  - e) By July of 2010, the school operating budget will be restored to the 2002-2003 level.

**Bancroft School Goal 3**

School Climate

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.

**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:** 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.

**Persons Responsible:** Principal, School Personnel, Community members

**Outcome:** 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.

**Bancroft School Goal 4**

Building Needs

- a) If we are to remain in the present building during construction, install outside speakers to enable the office staff to communicate quickly and effectively with students and teachers who are at recess or traveling to and from the portables.
- b) Maintain involvement in the development and execution of a plan to renovate or replace the Bancroft School.
- c) Create a plan for a smooth transition for the Bancroft students and families during and after construction of a new building.

**Andover Goal:**

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

**Massachusetts Focus Area:** Welcoming and Safe School Environment

**What:**

- a) Bancroft has a unique, campus-like setting with our fourth grade classrooms housed in a modular building. Currently, there is no means of communicating with staff or students who are en route to or from the modular classrooms. In the event of an emergency, when quick and immediate action must be taken, we will be unable to communicate with anyone who is outside of the buildings. This is an unsafe situation. Having outside speakers will enable anyone who is outside for any reason to hear announcements and respond immediately.
- b) As we move forward in our CIP for Bancroft School, vehicles for maintaining effective communication will be essential for reaching the Bancroft Community. The Bancroft Principal will continue to serve on the Building Committee, and chair the Bancroft/Shawsheen Building Advisory Group. This 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.
- c) We face the possibility of needing to relocate in order for construction to begin, or to live in close proximity to the construction site. In either case, we will need to ensure that our students and staff are safe and are ready to make the necessary changes needed during this time.

**Persons Responsible:**

- a) Plant and Facilities Personnel, Principal
- b) Principal, Andover School Building Committee, Bancroft/Shawsheen Building Advisory Group

c) Principal, School Committee, Andover School Building Committee, Bancroft/Shawsheen Building Advisory Group

**Outcomes:**

a) Outside speakers will be installed once we learn that the current building will remain in use for the duration of the building project.

b) The Bancroft Community will be informed as the building project progresses and will have opportunities to convey their ideas and opinions about the project.

c) 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.