

Timony Grammar School

School Improvement Plan



January 2012—December 2012

Methuen Public Schools
Methuen, Massachusetts

METHUEN PUBLIC SCHOOLS



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2012 School Improvement Plan

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Introduction

The Timony Grammar School is a pre-K through grade 8 grammar school with an enrollment of approximately 1430 students. The school presently includes three preschool classes; six classes each in grades 1, 2, 3, 4, 5, 6, 7; and seven classes of grades K and 8—a total of 59 classes. The Timony Grammar School is also home for several district-wide special education programs that include a PDD co-taught kindergarten and first grade, a transitional PDD second grade, and four components of the PASS program (K-2, 3-4, 5-6, and 7-8).

Using the goals developed in the 2011 and now 2012 School Improvement Plans, the Timony School has implemented and continues to work on the following strategies and programs for greater student success. The school has...

- Reformed the Literacy Team
- Provided Great Habits, Good Readers training for grade 4 with supplemental materials for classrooms
- Provided Guided Reading training for teachers K-4
- Reformed the Math Team with over 20 members
- Instituted Rocket Math to improve basic math skills for grades 1-8
- Hired a full-time math coach
- Created a math specialist position to address at-risk students in grades 1-4
- Entered a significant number of staff in a math specialist certification program through UMass Lowell
- Hired math and ELA tutors for upper school to support flexible groups of at-risk students
- Implemented Second Step, an empathy training program, for all grades
- Enhanced science instruction by supporting two teachers serving as Fulcrum Fellows through Tufts University and two teachers taking the coursework to become Fulcrum Fellows
- Reduced the number of in-school and out-of-school suspensions and detentions through the continued implementation of positive behavioral supports.
- Redesigned the Dean of Students position to highlight positive relationship-building with students and a proactive approach to student management
- Trained special education teachers in the DRA (Developmental Reading Assessment) K-8
- Continued using Fast ForWord labs to increase students' memory, attention, processing, and sequencing, in order to address foundational academic skills
- Created intervention/enhancement groups in the schedule for thirty minutes each day in the upper school, and twice per week in the lower school
- Added 1.5 ESL positions to the lower school
- Created two school psychologist/guidance positions to replace retiring guidance-only positions
- Continued NAEYC accreditation process, pending for the kindergarten (site visit scheduled for late March)

- Instituted a book study in all upper school classrooms on novels with a theme of bullying; accompanying bulletin boards created by students
- Made the Supervising Principal position full-time at the Timony Grammar School.

MCAS data were provided to all teachers during grade-level meetings throughout the fall of 2011 to encourage preliminary discussions about goal development and achievement of student success. The special education staff has met as a group to address its subgroup needs. The meetings have focused on determining areas of strength as well as those in need of continued attention.

In the fall of 2011, a group of teachers, coaches, and administrators gathered to work on Performance Improvement Mapping. From this analysis the team developed student improvement objectives and student learning objectives and created action plans to achieve the objectives. The result of this work is the School Improvement Plan for the Donald P. Timony Grammar School.

The 2012 School Improvement Plan identifies school goals which are in concert with the goals of the school district. The focus will be implementing the Massachusetts Curriculum Frameworks, incorporating the Common Core Standards as they relate to student progress, curriculum development, staff development, and assessment practices.

It will continue to be a goal of every Timony Grammar School staff person to nurture students, promote academic success, and welcome parent involvement. The staff is talented, hard working, and dedicated to meeting the needs of Timony students by providing quality instruction that engages every student to achieve to his or her maximum potential. This goal requires the ongoing support of a school community in which both parents and staff value education, support student learning, and communicate high expectations.

All Timony Grammar School staff members and School Council members will be provided with a copy of this improvement plan. Efforts will be made to make this a prominent working document that is incorporated into day-to-day discussions with students, staff, and parents. We will consistently focus grade-level meetings, department meetings, and professional development around the goals and objectives in the School Improvement Plan.

Timony Grammar School Mission Statement



The Timony Grammar School community provides a safe and healthy environment that encourages and motivates all its members to become creative, critical thinkers and life-long learners.

The Timony Grammar School intends to accomplish this mission by

- fostering high educational standards through the implementation of quality academic programs and the integration of technology
- understanding and celebrating the school's multicultural and diverse community by encouraging a sense of belonging through mutual trust and respect
- nurturing communication of expectations and responsibilities between and among all members.

As a result, all Timony students will be successful both in school and in society.

District Goals

In order to improve student achievement at all levels and across the curriculum, the district will pursue the following goals.

1. *Provide, supervise, and sustain effective interventions to increase the success of all underperforming students, including those in the transient and subgroup populations.*
2. *Continue curriculum development and revision and ensure appropriate classroom implementation of new curricula.*
3. *Provide, supervise, and support effective instruction that communicates high expectations and that meets the needs of all learners.*
4. *Improve classroom standards-based assessment practices and use of assessment data for formative and summative purposes.*
5. *Expand parental communication and involvement in the schools.*
6. *Support our students' learning by organizing effective organizational structures, nurturing a healthy culture, and providing well-maintained facilities.*
7. *Review and refine the district's business and financial practices, including budget preparation, to ensure that they identify and effectively deploy resources to support the student achievement goals.*

Report on 2011 Student Performance

With basically stable MCAS scores in English language arts and mathematics, Timony Grammar School did not make Adequate Yearly Progress (AYP) for 2011. The school did meet the requirements for assessment participation and student attendance. However, it did not hit its improvement targets for either the aggregate or subgroup achievement. The school’s overall Composite Performance Indices (CPI) increased by less than one point in math and decreased by less than one point in English language arts. There were a 4.6-point drop for the Hispanic/Latino subgroup in English language arts and a 3.4-point drop for the special education group in math, along with small decreases for most other subgroups. Because of the school’s relatively unchanged achievement levels, it did not make AYP and remains in the accountability status *Restructuring Year 2*.

Slightly more positive news can be seen in the school’s student growth percentiles (SGP) for 2011. Likely to be a major AYP indicator for the future, student growth percentiles issued by the Department of Elementary and Secondary Education make it possible to assess students’ growth from the end of one school year to the next, by comparing local students to others statewide who started from the same scaled scores. Student growth percentiles are issued to all students who are tested two years in a row. For a group, the median student growth percentile is the percentage of students across Massachusetts whose knowledge and skills grew less than those of the typical local student in the group. SGPs between 40 and 60 signal moderate growth for a student or a group. At Timony the aggregate 39.0 median SGP for English language arts is just below moderate, while the 46.0 SGP in math shows growth that more or less matches that of other students across Massachusetts. Student growth percentiles for the school’s subgroups were also either in or just below the moderate range. Going into 2012, Timony needs to focus on maximizing academic growth for all students, regardless of their starting points.

2011 MCAS score distributions for all grade levels combined appear in Table 1. Most Timony students demonstrated proficiency in English language arts but not in mathematics.

Table 1: 2011 MCAS Score Distributions—All Grades

	Advanced	Proficient	Needs Improvement	Warning
ELA	6	51	34	10
Math	13	29	35	23

In the following table the particular subjects and grades that deserve the most attention are shown. Table 2 reveals the proficiency rates (percentages of students who scored either *Proficient* or *Advanced*) for both Timony and Massachusetts as a whole in each grade for each MCAS-assessed subject. The table is sorted to show where the largest differences exist. At Timony, grade 8 English language arts and math and grade 3 reading are areas where the achievement differences are smallest. Everywhere else there is a double-digit difference in proficiency between Timony and the rest of the state. Grade 4

English language arts is a particular concern, with a 26-point difference, especially considering that ELA performance in grade 3 was so much stronger.

Table 2: 2011 MCAS Proficiency Rates by Grade

	TIMONY	STATE	Difference
Grade 8 ELA	77	79	-2
Grade 3 Reading	55	61	-6
Grade 8 Math	43	52	-9
Grade 6 ELA	58	68	-10
Grade 5 ELA	56	67	-11
Grade 6 Math	47	58	-11
Grade 7 Math	40	51	-11
Grade 7 ELA	61	73	-12
Grade 3 Math	53	66	-13
Grade 4 Math	32	47	-15
Grade 8 Science	23	39	-16
Grade 5 Math	41	59	-18
Grade 5 Science	31	50	-19
Grade 4 ELA	27	53	-26

The Timony Grammar School has a diverse student population, with many students from minority and low-income households. More than 27% of the students did not speak English as their first language. Forty-three percent are minorities, with Hispanic/Latinos as the largest minority group, at 34% of the school’s total enrollment. More than 31% of the students live below the poverty line. Nearly 14% receive special education services.

Timony’s subgroups, which in some cases are a substantial part of the aggregate, have found it challenging to reach the MCAS goal of proficiency in English language arts and mathematics. For example, in 2011 only 18% of the school’s disabled students scored *Proficient* or *Advanced* in ELA, as did only 10% in math. Proficiency rates for limited and formerly limited English proficient students were about the same, at 17% in ELA and 12% in math. For Hispanic/Latino students in 2011, 38% achieved proficiency in English language arts and 24% did so in math. By contrast, the white subgroup saw 65% proficiency in ELA and 51% in math. Finally, 41% of the low-income group in English and 28% in math scored at least *Proficient*, contrasted with the non-low-income group’s 65% ELA and 51% math proficiency. Low achievement for subgroups is not merely a Timony problem; it is a problem across the district, the state, and the nation.

In the Appendix Timony’s 2011 Adequate Yearly Progress reports, its MCAS score distributions for the aggregate and all subgroups at each grade level, and its student growth percentiles for the aggregate and all subgroups at each grade level appear. In addition to MCAS objectives and item analyses for each grade, these data have informed school improvement planning for 2012.

2012 Student Performance Goals

Two measures of student performance will be used to determine the school's success in meeting its performance goals for 2012. The first is the percentage of students who have scored either *Advanced* or *Proficient* on MCAS, thus achieving the proficiency goal of No Child Left Behind. The second measure is the student growth percentile or SGP. The SGP tells how a child's progress compares to the progress of other students in the state with similar MCAS score histories. The growth percentile score tells the percentage of these academic peers who achieved less growth from the end of one year to the end of the next, as measured by MCAS scaled scores. The median growth percentile for a group is the SGP of the student who is in the exact middle of the score distribution. Median growth percentiles range from 1 to 99. An SGP of 1 to 39 indicates low growth. An SGP of 40 to 60 indicates moderate growth. An SGP of 61 to 99 indicates high growth.

The 2011 MCAS score distributions and student growth percentiles appear in the Appendix.

For the coming year, at each grade-level and for both the aggregate and each subgroup, the school's performance goals are to...

1. Achieve an increase in the percentage of students scoring *Advanced* or *Proficient* in English language arts.
2. Achieve an increase in the percentage of students scoring *Advanced* or *Proficient* in mathematics.
3. Achieve median student growth percentiles in the moderate range or higher in English language arts.
4. Achieve median student growth percentiles in the moderate range or higher in mathematics.

2012 Student Learning Objectives

The Student Learning Objectives are based upon 2011 MCAS item analyses and objectives analyses. They identify specific skills and areas of knowledge that need improvement across groups of students in English language arts, mathematics, and all content areas. Unless otherwise noted, the Student Learning Objectives apply to all students in the school.

LEARNING OBJECTIVES FOR ALL CONTENT AREAS

- ♦ Students will have the opportunity to respond in writing daily in at least one of the content areas.
- ♦ Students will be able to read, write, understand, and use domain-specific vocabulary.
- ♦ Students will accurately read, write, and understand high-frequency words, with consistency across grade-levels and content areas.
- ♦ Students will be able to identify, interpret, and analyze data and apply measurement skills across content areas (i.e., charts, tables, graphs, scale, distance, height, weight and volume).

ENGLISH LANGUAGE ARTS STUDENT LEARNING OBJECTIVES

- ♦ Students will be able to identify, read, respond to, and analyze texts in various genres weekly.
- ♦ Students will be able to make inferences and draw conclusions as appropriate for their grade-levels.
- ♦ Students will be able to demonstrate reading comprehension by using textual evidence and support to respond correctly to open-response questions in all content areas.
- ♦ Students will learn and be able to apply standard English conventions (grades 3-8) in all content areas.

MATHEMATICS STUDENT LEARNING OBJECTIVES

- ♦ Students will regularly demonstrate their understanding of connections between mathematical ideas by solving contextual problems involving numbers and operations, geometry, and measurement.
- ♦ Students will be able to demonstrate mastery of math facts (grades 1-8).
- ♦ Students will be able to make sense of problems and persevere while solving them by using complex problem-solving strategies, models, and/or representations.

2012 Improvement Objectives

The Improvement Objectives identify the opportunities that the school and its faculty will provide, in order for its students to achieve the Student Learning Objectives.

Improvement Objectives may identify specific interventions, curriculum emphases, and instructional strategies that are designed to enhance students' learning.

IMPROVEMENT OBJECTIVES FOR ALL CONTENT AREAS

1. Teachers will consistently provide explicit meaningful feedback.
2. Teachers will provide ongoing modeling across content areas (through writing, problem-solving, open-response questions, manipulatives, and centers).
3. Teachers will collaborate to plan lessons at grade-levels (in content areas and in cross-content collaboration).
4. Teachers will have the opportunity to plan vertically within content areas.
5. Teachers will participate in grade-level workshops (professional development) with coaches.
6. Teacher will create a consistent word wall or list in every classroom in support of high-frequency words appropriate to the grade-level.

ENGLISH LANGUAGE ARTS IMPROVEMENT OBJECTIVES

1. Teachers will develop a list of lifetime words/high-frequency words.
2. Teachers will develop clear expectations for conventions usage during vertical planning or professional development.
3. Teachers will have opportunities to participate in professional development using writing strategies in various modes.
4. Teachers will refine the implementation of the balanced literacy model.

MATHEMATICS IMPROVEMENT OBJECTIVES

1. Teachers will begin to implement newly revised mathematics curriculum, utilizing a variety of resources in support of the Massachusetts Curriculum Framework for Mathematics including the Common Core Standards.
2. Teachers will represent mathematical ideas in concrete ways and encourage student construction of solutions and sharing of methods.
3. Teachers will prompt student thinking using differentiated instructional strategies, including open questions and parallel tasks.

Timony Action Plan—All Content Areas

Student Group: All Students

Improvement Objectives 1-6:				
<ol style="list-style-type: none"> 1. Teachers will consistently provide explicit meaningful feedback. 2. Teachers will provide ongoing modeling across content areas (through writing, problem-solving, open-response questions, manipulatives, and centers). 3. Teachers will collaborate to plan lessons at grade-levels (in content areas and in cross-content collaboration). 4. Teachers will have the opportunity to plan vertically within content areas. 5. Teachers will participate in grade-level workshops (professional development) with coaches. 6. Teacher will create a consistent word wall or list in every classroom in support of high-frequency words appropriate to the grade-level. 				
Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Regularly collect formative data to inform instruction.	Journaling, bulleted lists, ticket to leave, graphic organizers, conferring, notes, discussion	All teachers, including ESL and special education Tutors Coaches	Inspiration, Kidspiration, grade-appropriate journals, small whiteboards, coaches	Ongoing 2012
Teach content vocabulary words in context in all content areas.	Interactive word walls Use of templates (Frayer model), word splash, correct use of vocabulary in writing, carousel word webs, picture walks, labeling pictures and drawings, kinesthetic activities, Fast ForWord, concept map	All teachers, including ESL and special education Tutors Coaches	Grade-appropriate writing materials Leveled content area/topic books Dictionaries Coaches Word wall words and/or posters Vertical planning	Ongoing 2012

Improvement Objectives 1-6:

1. Teachers will consistently provide explicit meaningful feedback.
2. Teachers will provide ongoing modeling across content areas (through writing, problem-solving, open-response questions, manipulatives, and centers).
3. Teachers will collaborate to plan lessons at grade-levels (in content areas and in cross-content collaboration).
4. Teachers will have the opportunity to plan vertically within content areas.
5. Teachers will participate in grade-level workshops (professional development) with coaches.
6. Teacher will create a consistent word wall or list in every classroom in support of high-frequency words appropriate to the grade-level.

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Teach data analysis and measurement skills across content areas.	Use of a variety of measurement tools Graphing, map-reading Estimating, creating timelines Measuring time, interpreting data	All teachers, including ESL and special education	Standard and metric rulers, protractors, triple beam balances, manipulatives, maps, various sizes of grid paper, globes	Ongoing 2012

Timony Action Plan—English Language Arts

Student Group: All Students

Improvement Objectives 1-4:				
<ol style="list-style-type: none"> 1. Teachers will develop a list of lifetime words/high-frequency words. 2. Teachers will develop clear expectations for conventions usage during vertical planning or professional development. 3. Teachers will have opportunities to participate in professional development using writing strategies in various modes. 4. Teachers will refine the implementation of the balanced literacy model. 				
Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Model various modes of writing, keeping in mind purpose and audience.	Shared writing, class-generated texts, collaborative writing, think-aloud, guided writing groups	All teachers, including ESL and special education Coaches Tutors	Coaches, tutors, grade-level appropriate journals	Ongoing 2012
Teach the writing process using the 6 +1 Writing Traits.	Focus lessons on ideas/content, organization, word choice, voice, sentence fluency, conventions Peer editing, conferring, read-aloud, checklists, using word walls, individualized word lists	All teachers, including ESL and special education Coaches Tutors	Coaches, tutors, 6+1 Writing Traits professional development, Trait Crates for grades K-8, dictionary, thesaurus, Words I Use booklets	Ongoing 2012

Improvement Objectives 1-4:

1. Teachers will develop a list of lifetime words/high-frequency words.
2. Teachers will develop clear expectations for conventions usage during vertical planning or professional development.
3. Teachers will have opportunities to participate in professional development using writing strategies in various modes.
4. Teachers will refine the implementation of the balanced literacy model.

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Explicitly model reading comprehension strategies.</p> <p>Conduct small- and large-group reading instruction in accordance with the balanced literacy model.</p>	<p>Focus lessons (building background knowledge, author’s purpose, making connections, inferring) KWL, word splash</p> <p>Guided reading focus groups Whole class read-aloud Literature circles Shared reading Fast ForWord, Plato, My Skills Tutor, Lexia</p>	<p>All teachers, including ESL and special education Coaches Tutors</p>	<p>Coaches, tutors, balanced literacy professional development, leveled book sets, technology (hardware and software including iPods, headphones, audio books)</p>	<p>Ongoing 2012</p>
<p>Model strategies of good readers.</p>	<p>Outlining, summarizing, annotating (i.e., highlighting, marking supporting evidence)</p> <p>Focus lessons including inferring, synthesizing, predicting, making connections, visualizing, monitoring for meaning, accessing prior knowledge and questioning</p>	<p>All teachers, including ESL and special education Coaches Tutors</p>	<p>Coaches, tutors</p>	<p>Ongoing 2012</p>

Timony Action Plan—Mathematics

Student Group: All Students

Improvement Objectives 1-3:				
1. Teachers will begin to implement newly revised mathematics curriculum, utilizing a variety of resources in support of the Massachusetts Curriculum Framework for Mathematics including the Common Core Standards. 2. Teachers will represent mathematical ideas in concrete ways and encourage student construction of solutions and sharing of methods. 3. Teachers will prompt student thinking using differentiated instructional strategies, including open questions and parallel tasks.				
Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Prompt student thinking using differentiated instruction strategies, including open questions and parallel tasks.	Use of accessibility strategies such as link sheets, sorts, open questions, parallel tasks, Frayer model, Plato, My Skills Tutor	All teachers, including ESL and special education Coaches Tutors	Professional development Coaches, tutors Technology resources	Ongoing 2012
Facilitate and monitor student progress in math fact mastery.	Daily rocket math practice Applying math facts in solving mathematical problems	All teachers of mathematics	Rocket math materials	Ongoing 2012
Represent mathematical ideas in concrete ways. Encourage student construction of solutions and sharing of methods.	Small-group work Math centers Students sharing ideas, strategies, and work Teacher modeling Use of models and representations Use of manipulatives Plato My Skills Tutor	All teachers, including ESL and special education Coaches Tutors	Manipulatives. Professional development Tutors Technology (document camera) Coaches	Ongoing 2012

Civic and Social Goals

CIVIC/SOCIAL GOAL 1: All staff will collaborate to develop a building-wide, consistent behavior plan to be implemented in 2012.				
Activities	Responsible Participants	Time-Line for Implementation	Means of Assessing Goal's Achievement	Benchmarks
Create Behavior/Discipline Team Survey staff with PBIS system	Administrative and staff members of team	Present through June 2012 with implementation in 2012-2013 school year	Comparing discipline data from year to year.	Reduction in all suspensions and detentions throughout the building
CIVIC/SOCIAL GOAL 2: Students and staff will work together to develop community outreach programs.				
Activities	Responsible Participants	Time-Line for Implementation	Means of Assessing Goal's Achievement	Benchmarks
Increase Arlington district donations and tutoring efforts	Staff and students	Year-round	Increased donations and participation in tutoring	Integration of the Timony School more completely in the Arlington District
Provide food and clothing to shelters in our district	Staff and students	Year-round	Increased donations	Increased donations
Provide after-school opportunities for working families	Staff	School year	Increased numbers of students involved in the after-school programs	Increased numbers of students involved in the after-school programs
CIVIC/SOCIAL GOAL 3: Students and staff will work together to eliminate bullying from the Timony School.				
Activities	Responsible Participants	Time-Line for Implementation	Means of Assessing Goal's Achievement	Benchmarks
Implementation of the Second Step and Michigan Model anti-bullying programs	All students	Daily implementation in all grades	Drastic reduction in bullying incidents	Elimination of discipline incidents around bullying

Professional Development

In an effort to support teachers in developing skills to address the student performance and civic/social goals for the year, the staff and administration at the Timony Grammar School will have the opportunity to participate in a variety of professional development activities designed to meet the goals of this improvement plan.

At the district level, staff will participate in the professional development opportunities provided to support the implementation of curriculum in English language arts, mathematics, and science as well as professional development opportunities to address our civic/social goals. Teachers will also continue to participate in district-provided courses, including *Implementing Balanced Literacy*, *Integrating Manipulatives into the Mathematics Curriculum*, *6+1 Writing Traits*, and *Differentiated Instruction*. They will also be an integral part in the implementation of the new anti-bullying initiative.

Through close work with both the Language Acquisition Department and the Title I Department to address the needs of Timony students, several workshops have been planned. These include workshops on teaching second-language learners (Category courses), Title I English language arts workshops for teachers in grades K-3, and math workshops for grades K through 8.

At the building level, grade-level meetings will be focused on curriculum, instruction, and improving student achievement. Administration and the coaches will participate in these grade-level meetings as “experts” and facilitators of improvement discussions. In addition, the Literacy Team, Math Team, coaches, and building leadership will meet monthly to review Timony’s curriculum action plans and bring the information back to the grade-levels.

Two areas of need have been identified for professional development at the building level. The first is improving the teachers’ ability to plan lessons that meet the needs of their students in the area of open-response writing through differentiated instruction. The second is to improve the teachers’ ability to plan lessons that meet the students’ needs in the area of basic number sense. Improvements in these areas should have a significant impact on not only the aggregate scores, but the subgroup scores as well.

The following is an outline of the professional development plan designed to address the identified needs of the staff.

- ♦ ELL Category courses
- ♦ Building Teaching Skills course
- ♦ Standards-based report card training in grades 5 and 6
- ♦ On-going Crisis Prevention Institute training (non-violent crisis intervention)
- ♦ Rocket Math
- ♦ Guided reading
- ♦ SPIM professional development for special education teachers
- ♦ Green Project for grades 3 and 4 through Tufts University
- ♦ NAEYC accreditation work with kindergarten teachers
- ♦ Coaching in ELA, ELL, and math areas.

Parent Involvement

The Timony Grammar School believes that parental involvement is critical to the success of all students. Parents are invited to become formally involved in several aspects of the school. As members of the School Council, they participate in the development of the improvement plan and have input into decisions concerning the school. As members of the PTO, they assist in the development of a cultural arts program and assist in organizing the parent volunteer program.

A continued effort is being made by the administration to involve minority population parents in our school. We are working closely with the Arlington District Neighborhood Committee, Methuen Adult Education Program, city-wide early childhood centers and the Methuen YMCA.

We continue to implement the Timony Grammar School Bank. This project was organized through the efforts of Jeanne D'Arc, and with the efforts of our parents it has been very successful.

The Timony Grammar School continues to elicit parent participation in the regular school day through a variety of volunteer opportunities. Parents volunteer on a daily basis in our classrooms, offices, cafeterias, and media center.

The staff of the Timony Grammar School appreciates the efforts of parents. Faculty and administration are constantly working towards improving communication with parents. It is the partnership of school and home that results in creating the greatest opportunity for success for all students

Calendar for School Improvement Plan

December 2011	2012 School Improvement Plan due
January 2012	Presentation of School Improvement Plans to School Committee
Spring 2012	PIM team reviews implementation of action plans; adjusts improvement plan as needed
October 2012	PIM team reviews outcomes data, including 2012 MCAS results; determines revisions to improvement plan for following year
December 2012	2013 School Improvement Plan due

APPENDIX

2011 Student Achievement Data

Timony Grammar School - NCLB Accountability

Accountability & Assistance Level: Level 2

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2	No Change
MATHEMATICS	Restructuring Year 2	No Change

To make adequate yearly progress in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance requirement.

Student Group	(A) Participation <small>Did at least 95% of students participate in MCAS?</small>		(B) Performance <small>Did student group meet or exceed state performance target?</small>		(C) Improvement <small>Did student group meet or exceed its own improvement target?</small>		(D) Attendance <small>Did student group meet 92% attendance (G1-8)?</small>		
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
Aggregate	Yes	99	No	80.0	No	-0.9	Yes	95.1	No
Lim. English Prof.	Yes	100	No	54.5	No	-2.0	Yes	94.6	No
Special Education	Yes	98	No	52.4	No	-1.9	Yes	92.4	No
Low Income	Yes	99	No	71.5	No	-1.6	Yes	94.5	No
Afr. Amer./Black	-	-	-	79.0	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	86.2	-	-	-	-	-
Hispanic	Yes	100	No	69.4	No	-4.6	Yes	94.9	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	84.9	No	0.6	Yes	95.0	No
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	99	No	69.8	No	0.3	Yes	95.1	No
Lim. English Prof.	Yes	100	No	46.3	No	-1.3	Yes	94.6	No
Special Education	Yes	96	No	39.5	No	-3.4	Yes	92.4	No
Low Income	Yes	99	No	59.3	No	0.7	Yes	94.5	No
Afr. Amer./Black	-	-	-	71.0	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	84.2	-	-	-	-	-
Hispanic	Yes	99	No	56.4	No	-1.5	Yes	94.9	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	75.4	No	1.3	Yes	95.0	No

Adequate Yearly Progress History														NCLB Accountability Status
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No	No	Restructuring Year 2
	All Subgroups	-	-	-	No	Yes	No	No	No	No	No	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No	No	Restructuring Year 2
	All Subgroups	-	-	-	No	No	No	No	No	No	No	No	No	

**Timony Grammar School
2011 AYP Data**

ENGLISH LANGUAGE ARTS															
Student Group	2011				2011 Data							2011			AYP 2011
	Participation (A)				Performance (B)			Improvement (C)				Attendance (D)			
	Enrolled	Assessed	%	Met Target (95%)	N	CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	911	906	99	Yes	881	80.0	No	80.9	4.8	83.2-88.2	No	95.1	-0.2	Yes	No
Lim. English Prof.	96	96	100	Yes	89	54.5	No	56.5	10.9	62.9-71.9	No	94.6	-0.1	Yes	No
Special Education	111	109	98	Yes	104	52.4	No	54.3	11.4	63.2-68.2	No	92.4	-1.0	Yes	No
Low Income	337	334	99	Yes	328	71.5	No	73.1	6.7	77.3-82.3	No	94.5	0.0	Yes	No
Afr. Amer./Black	26	26	-	-	25	79.0	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	38	38	-	-	38	86.2	-	-	-	-	-	-	-	-	-
Hispanic	290	289	100	Yes	273	69.4	No	74.0	6.5	78.0-83.0	No	94.9	-0.1	Yes	No
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	545	541	99	Yes	533	84.9	No	84.3	3.9	85.7-90.7	No	95.0	-0.2	Yes	No

MATHEMATICS															
Student Group	2011				2011 Data							2011			AYP 2011
	Participation (A)				Performance (B)			Improvement (C)				Attendance (D)			
	Enrolled	Assessed	%	Met Target (95%)	N	CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	911	904	99	Yes	878	69.8	No	69.5	7.6	74.6-79.6	No	95.1	-0.2	Yes	No
Lim. English Prof.	95	95	100	Yes	89	46.3	No	47.6	13.1	56.2-65.2	No	94.6	-0.1	Yes	No
Special Education	110	106	96	Yes	102	39.5	No	42.9	14.3	54.7-59.7	No	92.4	-1.0	Yes	No
Low Income	336	332	99	Yes	327	59.3	No	58.6	10.4	66.5-71.5	No	94.5	0.0	Yes	No
Afr. Amer./Black	26	26	-	-	25	71.0	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	38	38	-	-	38	84.2	-	-	-	-	-	-	-	-	-
Hispanic	291	289	99	Yes	272	56.4	No	57.9	10.5	65.9-70.9	No	94.9	-0.1	Yes	No
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	543	538	99	Yes	531	75.4	No	74.1	6.5	78.1-83.1	No	95.0	-0.2	Yes	No

2011 MCAS Score Distributions All Assessed Students—Percentage in Each Proficiency Level

	ENGLISH LANGUAGE ARTS				# Students
	Warning	Improvement	Proficient	Advanced	
ALL STUDENTS					
Grade 3	10	35	50	5	136
Grade 4	24	49	26	1	145
Grade 5	10	34	46	10	137
Grade 6	5	37	52	6	154
Grade 7	9	30	59	2	160
Grade 8	3	19	68	9	149
DISABLED STUDENTS					
Grade 3	40	47	13	0	15
Grade 4	62	38	0	0	21
Grade 5	57	21	14	7	14
Grade 6	17	65	17	0	23
Grade 7	39	39	22	0	18
Grade 8	8	46	46	0	13
LIMITED AND FORMERLY LIMITED ENGLISH PROFICIENT STUDENTS					
Grade 3	35	40	25	0	20
Grade 4	37	53	11	0	19
Grade 5	10	70	20	0	10
Grade 6	29	52	19	0	21
Grade 7	36	57	7	0	14
Grade 8	***	***	***	***	5
LOW-INCOME STUDENTS					
Grade 3	22	43	33	2	54
Grade 4	34	55	11	0	56
Grade 5	14	51	33	2	49
Grade 6	9	44	41	6	54
Grade 7	13	39	46	2	61
Grade 8	4	26	65	6	54
HISPANIC/LATINO STUDENTS					
Grade 3	23	47	28	2	53
Grade 4	40	52	8	0	48
Grade 5	15	41	35	9	34
Grade 6	17	45	31	7	42
Grade 7	17	40	40	2	52
Grade 8	5	25	68	2	44

	MATHEMATICS				# Students
	Warning	Improvement	Proficient	Advanced	
ALL STUDENTS					
Grade 3	17	31	43	10	134
Grade 4	18	50	27	5	147
Grade 5	22	37	31	10	137
Grade 6	18	34	29	18	152
Grade 7	34	26	21	19	159
Grade 8	27	31	30	13	149
DISABLED STUDENTS					
Grade 3	53	33	13	0	15
Grade 4	62	33	5	0	21
Grade 5	79	21	0	0	14
Grade 6	81	14	5	0	21
Grade 7	78	11	6	6	18
Grade 8	54	15	31	0	13
LIMITED AND FORMERLY LIMITED ENGLISH PROFICIENT STUDENTS					
Grade 3	50	30	15	5	20
Grade 4	26	68	5	0	19
Grade 5	30	70	0	0	10
Grade 6	43	33	24	0	21
Grade 7	86	7	7	0	14
Grade 8	***	***	***	***	5
LOW-INCOME STUDENTS					
Grade 3	36	21	42	2	53
Grade 4	26	60	12	2	57
Grade 5	29	41	31	0	49
Grade 6	23	43	25	9	53
Grade 7	48	31	13	8	61
Grade 8	44	30	19	7	54
HISPANIC/LATINO STUDENTS					
Grade 3	36	28	34	2	53
Grade 4	27	56	13	4	48
Grade 5	32	38	29	0	34
Grade 6	32	39	24	5	41
Grade 7	50	29	15	6	52
Grade 8	45	43	9	2	44

2011 Student Growth Percentiles—Aggregate and Subgroups

English Language Arts	<i>Median Student Growth Percentiles</i>					
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Timony Aggregate	26.0	38.0	53.0	41.5	36.0	39.0
State Aggregate	50.0	50.0	50.0	50.0	50.0	50.0
Timony SPED	14.5	***	48.0	***	***	31.0
State SPED	36.0	43.0	44.0	42.0	45.0	42.0
Timony F/LEP	***	***	46.5	***	***	37.0
State F/LEP	47.0	47.0	49.0	54.0	55.0	50.0
Timony Low Income	21.0	36.0	54.0	38.0	36.0	36.0
State Low Income	42.0	45.0	45.0	47.0	49.0	46.0
Timony Not Low Income	30.5	41.5	53.0	43.0	39.0	41.0
State Not Low Income	54.0	52.0	53.0	52.0	51.0	52.0
Timony Hispanic/Latino	11.0	39.5	48.0	45.0	38.0	36.0
State Hispanic/Latino	43.0	45.0	45.0	48.0	50.0	46.0
Timony White	29.5	39.0	54.0	38.5	36.5	40.0
State White	51.0	51.0	51.0	50.0	50.0	51.0

Mathematics	<i>Median Student Growth Percentiles</i>					
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Timony Aggregate	42.0	35.5	54.0	58.0	34.0	46.0
State Aggregate	50.0	50.0	50.0	50.0	50.0	50.0
Timony SPED	21.0	***	42.0	***	***	34.0
State SPED	39.0	42.0	41.0	43.0	46.0	43.0
Timony F/LEP	***	***	***	***	***	54.0
State F/LEP	50.0	50.0	50.0	55.0	58.0	52.0
Timony Low Income	38.5	51.0	55.5	41.0	34.0	42.0
State Low Income	45.0	43.0	46.0	46.0	48.0	46.0
Timony Not Low Income	46.0	29.0	54.0	63.5	34.0	47.0
State Not Low Income	52.0	53.0	52.0	52.0	51.0	52.0
Timony Hispanic/Latino	46.0	50.0	49.5	41.0	31.0	42.5
State Hispanic/Latino	46.0	43.0	45.0	48.0	50.0	46.0
Timony White	36.0	29.0	54.0	64.0	34.0	45.0
State White	50.0	51.0	51.0	50.0	50.0	50.0

Each child who participated in the MCAS ELA or Mathematics tests in grades 4–8 in 2011 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP tells how a child’s progress compares to the progress of other students in the state with similar MCAS score histories. Growth percentile scores range from 1 to 99. An SGP of 40, for example, means the student’s progress is higher than the growth of 40 percent and lower than the growth of 60 percent of the students in the state with similar prior test scores.

High Growth	61st to 99th percentile
Moderate Growth	40th to 60th percentile
Low Growth	1st to 39th percentile

Participants Involved in Preparation of School Improvement Plan

As the Supervising Principal of the Donald P. Timony Grammar School, I owe a huge debt of gratitude to the following people who participated in the PIM process. Without all of their help this document could not have been completed.

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Laurie Ambra	Grade 3
Katie McFarland	Grade 4
Corrine Martin	Grade 5
Kathy Gosselin	Grade 6
Terri Zappala	Grade 7
Robert Lyons	Grade 8
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Renee Somo-Craig	Lower School Special Education
Lisa Durkee	Upper School Associate Principal
Linda Perry	Lower School Associate Principal
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