

Bethany Public School District

District/School Improvement Plan



2016-2017

Improvement Plan

Committee

District/School Improvement Plan



Colleen Murray, Superintendent
Diane Krivda, Director of Curriculum
Bob Davis, Principal

Dorothy Seaton, BOE Member
Sue Carpenter, BOE Executive Assistant

Tim Charron, Support Services Facilitator
Dana Menzies, SRBI Consultant
Beth Williams, STEM Integration Specialist
Marcia Laput, Writing Specialist
Michelle Schwenger, Library Media Specialist
Andrea Hubbard, Kindergarten Teacher
Kerrie Payne, PreK/Special Education Teacher
Donna DeChello, Intervention Specialist

Vision Mission



The Bethany Public School District recognizes that the education of each child is the shared responsibility of every member of our community.

Our goal is to challenge and inspire every student to become a lifelong learner and a resilient, independent, literate, caring, creative and responsible world citizen.

Vision Beliefs



We Believe that...

Educating children is our first priority.

Education is a community-wide responsibility and requires the active engagement of all stakeholders.

The individual worth of each child must be celebrated.

Every student can learn and deserves an equal opportunity to learn.

Every student has special gifts and talents to be discovered and nurtured.

Positive attitude and effort lead to accomplishment.

Physical activity, the arts, and play are essential elements of a comprehensive education.

Education must focus on active learning, using critical thinking and problem solving skills.

Vision Commitments



We are committed to ...

Empowering students to become resourceful learners who can apply their knowledge.

Challenging each student to reach his/her full potential.

Respecting individual and community values.

Integrating twenty-first century technology throughout our school.

Investing in our professional staff to enhance instruction.

Developing and retaining exemplary teachers.

Providing a safe, secure and positive environment.

Managing our financial resources efficiently and effectively.

Advancing the Bethany School District together as a community.

Together we will make a difference.

Bethany Our Data Study



Student Achievement Baseline Data

2015 – 2016 Smarter Balanced/CMT			
GRADE	ELA	MATH	SCIENCE
Grade 3	58%	71%	
Grade 4	63%	61%	
Grade 5	80%	80%	86%
Grade 6	60%	43%	
School	65%	63%	

STAR 2015 – 2016 (End-of-the-Year)			
GRADE	Early Literacy % at SGP \geq 50	Reading % at SGP \geq 50	Math % at SGP \geq 50
Grade K	87%		
Grade 1	63%		84%
Grade 2		65%	90%
Grade 3		67%	82%
Grade 4		83%	63%
Grade 5		66%	86%
Grade 6		67%	43%
School	75%	67%	74%

Math Benchmark EOY 2015-2016	
GRADE	% At/Above Goal
Kindergarten	100%
Grade 1	93%
Grade 2	92%
Grade 3	57%
Grade 4	47%
Grade 5	61%
Grade 6	N/A

STAR 2016– 2017 (Beginning-of-the-Year)			
GRADE	Early Literacy % At/Above Goal	Reading % At/Above Goal	Math % At/Above Goal
Grade K	56%		
Grade 1	55%		75%
Grade 2		60%	65%
Grade 3		61%	77%
Grade 4		58%	69%
Grade 5		61%	80%
Grade 6		75%	87%

Bethany Our Data Study



Discipline Baseline Data

REFERRALS BY LOCATION 2015-2016											
Location	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
bathroom	1			1	1						3
bus					3	1	1		3	1	9
cafeteria	3	7		3	2	2	3		2		22
classroom	10	6	3	8	5	6	4	3	8	2	55
dismissal											0
field trip											0
hallway				1							1
recess			1	1	2		3		1		8
Total	14	13	4	14	13	9	11	3	14	3	98

REFERRALS BY GRADE 2015-2016											
Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
Kindergarten			1	1		1	2		3		8
Grade 1	4	4		2	1	1	2	2	4		20
Grade 2	1			3	2	1	1		1	2	11
Grade 3	5	1	2	2	8	3	3	1	2		27
Grade 4	1	2	1	4			3				11
Grade 5	2	2			2	1			3		10
Grade 6	1	4		2		2			1	1	11
Total	14	13	4	14	13	9	11	3	14	3	98

Bethany Our Data Study



Discipline Baseline Data

Staff Survey (2015 - 2016)

Question 11 There are clear-cut policies and procedures for student academic expectations.	Yes 78% No 22%
Question 12 There are clear-cut policies and procedures in my school for student behavioral expectations.	Yes 55% No 45%

Question 28 There are groups of students in the school who exclude others and make them feel bad for not being part of a group.	Yes 46% No 54%
Question 29 Students at this school will try to stop students from insulting or making fun of others.	Yes 77% No 23%

Stakeholder's Involvement Data

Staff Survey (2015 - 2016)

Question 8 I feel like my contributions are valued and important.	All/Some of the Time 70%
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Parent Survey (2015 - 2016)

Question 11 The school offers me many ways to be involved in my child's education.	Yes 67% No 32%
Question 12 I feel as if I am a partner in my child's learning.	Yes 76% No 24%

Chronic Absenteeism

All Students 5%
High Needs Students 12.1%

Goal 1 Improve Student Achievement



Increase the academic achievement of all students in **literacy**.

- On the 2017 Spring Smarter Balanced Assessment, the school average in ELA (Grades 3 – 6) will increase by 5 percentage points from 65% to 70% of students scoring at a Level 3 or 4.
- On the 2017 End-of-the-Year STAR Early Literacy (Grade K) and Reading Assessments (Grades 1 – 6), 75% of all students will achieve a Student Growth Percentile (SGP) of 50 or greater.

Increase the academic achievement of all students in **numeracy**.

- On the 2017 Spring Smarter Balanced Assessment, the school average in Math (Grades 3 – 6) will increase by 5 percentage points from 63% to 68% of students scoring at a Level 3 or 4.
- On the 2017 End-of-the-Year STAR Math Assessments (Grades 1 – 6), 80% of all students will achieve a Student Growth Percentile (SGP) of 50 or greater.
- On the 2017 End-of-the-Year BOWA Math Assessment (Grades K – 6), 80% of all students will score 80% or higher.

Action Steps

Action Item	Responsible Parties	Expected Outcomes
Employ a district/school improvement plan process.	Improvement Plan Committee	Administrators, teachers and staff will conduct a needs assessment, engage in goal setting, action planning and ongoing evaluation of school improvement efforts.
Refine components of the ELA and Math Units of Study.	Curriculum Department Teachers	A guaranteed, standards-based curriculum and assessments will ensure clarity, consistency, and equity to what students learn and what educators teach.
Explore the use of Smarter Balanced Interim Assessments aligned to Units of Study.	Teachers Curriculum Department	Teachers and students will become more familiar with the format and rigor of the Smarter Balanced Assessment.
Conduct Math unit planning meetings for grade level teachers.	Math Specialist Teachers	Teachers will be supported throughout the implementation process.
Create a <i>Balanced Instructional Framework</i> to communicate expectations for effective instructional practices.	Curriculum Department	Teachers will develop a common understanding of the BCS vision and beliefs as they pertain to effective instruction.
Develop the school's capacity to function more effectively as a professional learning community by implementing a Data-Driven Decision-Making (DDDM) model systemically school-wide.	All Staff	Teachers will use data to set student learning goals, define and refine instructional practices that translate into effective teaching and learning, and employ targeted interventions leading to improved student achievement.
Implement a scientifically research-based intervention and enrichment (SRBI/SRBE) model systemically across grade levels.	All Staff	Teachers will analyze data to obtain critical insight into how well students are progressing towards explicit learning goals which will inform instructional decision-making and guide the development of focused and timely tiered interventions and enrichments.
Invest in embedded and ongoing professional development opportunities for teachers, paraprofessionals and support staff.	Curriculum Department Administration Teachers Paraprofessionals	A focus on content knowledge, skills, strategies and best practices linked to quality instruction will strengthen the core educational program.
Provide instructional coaching training for curriculum specialists.	Curriculum Department Administration	Curriculum specialists will support teachers in the implementation of curriculum, resources and effective instructional practices using a reflective process.
Design and optimize the supervision and evaluation process to provide specific and meaningful feedback to teachers about their use of high quality instructional practices and their delivery of curriculum.	Administration PDEC	The quality and effectiveness of classroom instruction will improve.

Goal 2 Culture and Climate

Ensure a safe and orderly environment and positive climate that promotes and supports student learning.

- On the Spring 2017 Staff Survey, the percentage of staff members that report that there are groups of students in the school who exclude others and make them feel bad for not being part of a group will decrease from 46% to 35%.
- On the Spring 2017 Staff Survey, the percentage of staff members that report that there are clear-cut policies and procedures for student behavioral expectations will increase from 55% to 75%.



Action Steps

Action Item	Responsible Parties	Expected Outcomes
Re-evaluate, refine, enhance, modify current PBIS document.	PBIS Committee	All staff and students will be engaged in a common understanding of expectations. Key vocabulary will be used. Corrective teaching of preferred social skills will be encouraged and teachers will recognize and praise desirable behaviors.
Identify and implement a set of core practices to strengthen school climate in the district.	All stakeholders	A shared vision and collaborative effort will lead to a positive climate that supports student learning and teacher growth.
Strengthen current strategies to reduce the number of students with chronic absenteeism.	Truancy Team Nurse Administration	The number of students with high numbers of tardy arrival and absences will decrease.
Promote varying levels of student leadership throughout the school.	Administration Community Liaison Teachers	Student led activities will promote a positive culture and climate.
Increase communication between stakeholders regarding the handling of discipline and outcomes.	Administration Guidance Counselor Psychologists Teachers	There will be a common understanding of the process and procedures put in place for corrective action. Open dialogue and shared understanding will positively impact student outcomes.
Create a district framework for implementation of tiered behavioral interventions.	School Psychologists Guidance Counselor	A consistent positive model for effective emotional regulation will enhance social engagement and maximize academic success.
Create and distribute a new staff and student survey in the Spring of 2017.	Administration PDEC committee Mental Health Team	Collaboratively created surveys will collect authentic data to determine current levels of perceived safety, inclusion, and climate and culture so that the school can address areas of concern.

Goal 3 Stakeholder Involvement

Increase stakeholder involvement in their children's education.

- On the Spring 2017 Parent Survey, the percentage of parents/guardians that feel the school offers multiple ways for them to be involved in their children's education will increase from 67% to 72%.
- On the Spring 2017 Staff Survey, the percentage of staff that feel their contributions are valued will increase from 70% to 75%.



Action Steps

Action Item	Responsible Parties	Expected Outcomes
Create opportunities to engage parents and members of the community in the educational process.	Administration Teachers	Collaborative efforts will garner support for the educational process, improve communication, and increase parental involvement.
Create opportunities to engage teachers in decision-making.	Administration	Professional learning communities will be strengthened and a shared responsibility for the educational process will be realized.
Organize a Teacher Leadership Collaborative Program.	Administration Teachers	By identifying, cultivating, and supporting teacher leaders, and providing them the structure and professional development to design school leadership projects, teachers will be able to support others and contribute to school improvement.

