

# PENTUCKET REGIONAL SCHOOL DISTRICT



## DR. ELMER S. BAGNALL ELEMENTARY SCHOOL 2007-2010 SCHOOL IMPROVEMENT PLAN

**PENTUCKET REGIONAL SCHOOL COMMITTEE  
MISSION STATEMENT**

The Pentucket Regional School District collaborates for the continuous improvement of student learning based on kindness and hard work.

**DR. ELMER S. BAGNALL ELEMENTARY  
SCHOOL  
MISSION STATEMENT**

The mission of the Dr. Elmer S. Bagnall School is to create a safe, nurturing environment where learning is celebrated and success a natural outcome. Together with parents and the community at large, we strive to build and maintain respect, responsibility, kindness and safety. Within this climate, we appreciate each student as a whole child, honoring the cultural, social and academic needs of all.



*Dr. Elmer S. Bagnall*

**The Dr. Elmer S. Bagnall Elementary School was built in 1964. The school was named after Dr. Elmer S. Bagnall who worked in Groveland as a general practitioner and school physician for 56 years. In 1949, Dr. Bagnall earned the distinction of being named Massachusetts' first "General Practitioner of the Year."**

**The Dr. Elmer S. Bagnall Elementary School takes pride in being a neighborhood school where all children have an opportunity to grow and learn in a respectful and nurturing environment. The Bagnall School currently serves approximately 700 children in preschool through grade six. The Bagnall School offers a variety of early childhood program options including preschool, and full and half-day kindergarten programs. The Bagnall School also offers a continuum of services to meet the needs of students receiving special education services including a district wide language based program and both partial and full inclusion programs.**

**The Bagnall School receives tremendous support from parents, members of the school community at large, the Pentucket Regional School Committee and the people and officials of the Town of Groveland.**



Dr. Elmer S. Bagnall School  
 Enrollment as of 3/25/08 702

**Preschool 37**

**Kindergarten**

Richard 20  
 Campbell AM 19  
           PM 14  
 Gleason AM 19  
           PM 12

**84**

**Grade One**

Janet Bonnema 23  
 Nancy Finegan 23  
 Jill Marino 23  
 K. Zanardi 23

**92**

**Grade Two**

Lynne Casey 20  
 Maria. Gray 20  
 Sue Lalumiere 19  
 Rae Mathieu 19  
 Cathy Smaila 19

**97**

**Grade 3**

Barb Duda 23  
 Amy Lopata 22  
 E. Meuse 22  
 G. Stokes 22  
 Jill Tarzia 21

**110**

**Grade 4**

L. Kasmarcik 23  
 J. Queenan 22  
 Julie Regan 23  
 H. Seager 23

**91**

**Grade 5**

L. Christopher 20  
 Tracey Connors 21  
 R. McGowan 21  
 Shannon Meehan 21  
 Nancy Wile 23

**106**

**Grade 6**

P. Adams 21  
 C. Lopata 20  
 M. Palowich 22  
 I. Thomas 22

**85**

**DR. ELMER S. BAGNALL SCHOOL**  
**SCHOOL COUNCIL MEMBERS**  
**2007-2008**

**PRINCIPAL**

**Elaine M. Champion**  
**Co-Chair**

**STAFF**

**Emily Marsh**  
**Reading Specialist**  
**Elaine Tahmizian Meuse**  
**Grade 3 Teacher**

**PARENTS**

**Katie Cochran**  
**Co-Chair**  
**Sarah Liebermann**  
**Deb Matos**

**COMMUNITY**  
**REPRESENTATIVE**

**Thomas Delmonaco**

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DR. ELMER S. BAGNALL ELEMENTARY SCHOOL  
School Improvement Plan  
2007-2010**

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**GOALS AND MEASURES**

**ACTION PLAN**

<b>Grade 3 ELA</b>	<p><i>Our Reality: 62% of grade 3 students scored Proficient or Above Proficient on the 2007 MCAS Grade 3 ELA Reading Comprehension assessment.</i>  <b>Goal: 75% of grade 3 students will score Proficient or Above Proficient on the 2010 MCAS Grade 3 Reading Comprehension assessment.</b>  <b>Stretch Goal: 85%</b></p>	<ul style="list-style-type: none"> <li>❖ Provide professional development for PreK-6 staff in balanced approach to literacy instruction, in <i>5 Essential Components of Reading</i>, and differentiated instruction</li> <li>❖ Utilize PLC teams to determine strategies and interventions to increase student achievement</li> </ul>
<b>Grade 4 ELA</b>	<hr/> <p><i>Our Reality: 63% of grade 4 students scored Proficient or Advanced on the 2007 MCAS Grade 4 ELA assessment.</i>  <b>Goal: 75% of grade 4 students will score Proficient or Advanced on the 2010 MCAS Grade 4 ELA assessment.</b>  <b>Stretch Goal: 85%</b></p>	<ul style="list-style-type: none"> <li>❖ Form teacher study groups/action research for best practices in literacy instruction</li> </ul>
<b>Grade 5 ELA</b>	<hr/> <p><i>Our Reality: 80 % of grade 5 students scored Proficient or Advanced on the 2007 MCAS Grade 5 ELA assessment.</i>  <b>Goal: 10% of Grade 5 students will move from Proficient to Advanced on the 2010 MCAS Grade 5 ELA assessment.</b>  <b>Stretch Goal: 20%</b></p>	<ul style="list-style-type: none"> <li>❖ Expand leveled library collection both fiction &amp; non-fiction</li> <li>❖ Establish classroom libraries PreK-6</li> <li>❖ Assess all students 3 times per year and establish benchmarks for school based literacy assessments K-6</li> </ul>
<b>Grade 5 ELA</b>	<p><i>Our Reality: 17% of grade 5 students scored Needs Improvement on the 2007 Grade 5 ELA assessment.</i>  <b>Goal: 10% of Grade 5 students will move from Needs Improvement to Proficient or Advanced on the 2010 Grade 5 ELA assessment.</b>  <b>Stretch Goal: 17%</b></p>	<ul style="list-style-type: none"> <li>❖ Use multiple, objective criteria to select students for supplemental literacy services or programs</li> </ul>
<b>Grade 6 ELA</b>	<hr/> <p><i>Our Reality: 84 % of grade 6 students scored Proficient or Advanced on the 2007 MCAS Grade 6 ELA assessment.</i>  <b>Goal: 10% of Grade 6 students will move from Proficient to Advanced on the 2010 MCAS Grade 6 ELA assessment.</b>  <b>Stretch Goal: 16%</b></p>	<ul style="list-style-type: none"> <li>❖ Provide training for staff and implement a three tier model of intervention for identified students</li> <li>❖ Provide teacher and student resources for MCAS preparation</li> <li>❖ Offer before/after school MCAS preparation program for eligible students</li> </ul>
<b>Grade 6 ELA</b>	<p><i>Our Reality: 13% of grade 6 students scored Needs Improvement on the 2007 Grade 6 ELA assessment.</i>  <b>Goal: 10% of Grade 6 students will move from Needs Improvement to Proficient or Advanced on the 2010 Grade 6 ELA assessment.</b>  <b>Stretch Goal: 13%</b></p> <hr/>	<ul style="list-style-type: none"> <li>❖ Continue yearly analysis of MCAS results and update Bagnall MCAS Action Plan</li> </ul>

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**Grade 3**

**GOALS AND MEASURES**

**ACTION PLAN**

**MATH**

*Our Reality: 68% of grade 3 students scored Proficient or Above Proficient on the 2007 MCAS Grade 3 Mathematics assessment.*

**Goal: 75% of grade 3 students will score Proficient or Above Proficient on the 2010 MCAS Grade 3 Reading Comprehension assessment.  
Stretch Goal: 85%**

❖ Provide professional development for new staff in Everyday Mathematics program and refresher workshops for trained staff

❖ Provide professional development for staff in differentiated and small group instruction using Everyday Mathematics program

**Grade 4**

**MATH**

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*Our Reality: 45% of grade 4 students scored Proficient or Advanced on the 2007 MCAS Grade 4 Mathematics assessment.*

**Goal: 55% of grade 4 students will score Proficient or Advanced on the 2010 MCAS Grade 4 Mathematics assessment.  
Stretch Goal: 65%**

❖ Assess all K-6 students 2 times per year using mid-year and end of year Everyday Mathematics assessments, report scores and establish benchmarks

❖ Develop and disseminate school wide a comprehensive list of mathematical terms and symbols used in the Everyday Mathematics program and on MCAS

**Grade 5**

**MATH**

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*Our Reality: 73 % of grade 5 students scored Proficient or Advanced on the 2007 MCAS Grade 5 Mathematics Assessment.*

**Goal: 10% of Grade 5 students will move from Proficient to Advanced on the 2010 MCAS Grade 5 Mathematics assessment.  
Stretch Goal: 20%**

❖ Utilize PLC teams to determine strategies and interventions to increase student achievement

❖ Form teacher study groups/action research for best practices in mathematics instruction

❖ Use multiple, objective criteria to select students for supplemental services or programs in math

*Our Reality: 18% of grade 5 students scored Needs Improvement on the 2007 Grade 5 Mathematics assessment.*

**Goal: 10% of Grade 5 students will move from Needs Improvement to Proficient or Advanced on the 2010 Grade 5 Mathematics assessment.  
Stretch Goal: 18%**

❖ Provide training for staff and implement a three tier model of intervention for identified students

❖ Provide teacher and student resources for MCAS preparation

❖ Offer before/after school MCAS preparation program for eligible students

**Grade 6**

**MATH**

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*Our Reality: 76 % of grade 6 students scored Proficient or Advanced on the 2007 MCAS Grade 6 Mathematics assessment.*

**Goal: 10% of Grade 6 students will move from Proficient to Advanced on the 2010 MCAS Grade 6 Mathematics assessment.  
Stretch Goal: 20%**

❖ Continue yearly analysis of MCAS results and update Bagnall MCAS Action Plan

❖ Offer Parent/Guardian Workshops & Resources on Everyday Math

*Our Reality: 16% of grade 6 students scored Needs Improvement on the 2007 Grade 6 Mathematics assessment.*

**Goal: 10% of Grade 6 students will move from Needs Improvement to Proficient or Advanced on the 2010 Grade 6 Mathematics assessment.  
Stretch Goal: 16%**

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**GOALS AND MEASURES**

**ACTION PLAN**

**Students**

*Our Reality: There is a growing sense of pride in the school and community on the part of staff, students, and parents that has not yet been measured.*

**Goal:** Foster a positive school climate of trust, pride and community that *assumes good intentions* in all interactions and communication amongst school, families and community and effectively measure the results.

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**Goal:** The number of students who

- feel positive about school
- feel safe “most of the time” on the bus, at recess, in bathrooms and hallways
- can describe the Bagnall Schoolwide Expectations and Matrix

will increase by 5% yearly through 2010 as measured by the results of annual pre and post school-wide student survey data.

**Staff**

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**Goal:** By June, 2010, 100% of teaching staff will implement a tier one model of intervention for student behavioral support by embedding the Bagnall Schoolwide Expectations and Matrix into their classroom programs as measured by weekly schedules, anecdotal data, professional goals, and decrease in office generated incident reports and number of suspensions.

**Families**

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**Goal:** By June, 2010, 95% of Bagnall parents surveyed will report knowledge and awareness of their child’s school experience and of school programs, policies and practices gained through newsletters, school and district websites, progress reports, conferences, school and classroom based informational presentations and events as measured through parent survey data.

- ❖ Design and offer survey tools for students, staff and families to gather pre and post assessment data to measure goals
- ❖ Provide informational events and materials to increase parental awareness of:
  - Bagnall Culture & Climate Task Force
  - Uniform reporting protocol for incidents, concerns and intervention requests
  - Bagnall Schoolwide Expectations Matrix and acknowledgment system
  - *Second Step* program
  - Student Support model & differentiated interventions and responses
  - Curriculum, assessment and instruction
- ❖ Use Bagnall Newsletter as communication tool to highlight monthly topics from Parent/Student Handbook, provide culture development information from Guidance Department, and share child/family quotes of success experiences
- ❖ Collaborate with PTA and BEF to train family volunteers to promote student success:
  - Train family volunteers in copy machine procedures
  - Staff to train family volunteers in small group classroom support for differentiated instruction
  - Provide regularly scheduled and trained family volunteers with school picture ID cards
  - School counselor, administration and teachers to provide training for volunteers in implementation of Bagnall Schoolwide Expectations and Matrix
- ❖ Collaborate with PTA and BEF to provide cultural enrichment and community building opportunities for our students
- ❖ Analyze annual survey data on school culture and climate and update School Improvement Plan as needed
- ❖ Utilize PLC teams to determine strategies and intervention for student support

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