



Beebe School
2020 - 2023
School Improvement Plan



District Vision
Malden Public Schools, in partnership with families and our diverse community, is committed to providing a welcoming and inclusive environment for all students to cultivate a lifelong joy of learning, achieve their academic potential, and engage as compassionate global citizens.
School Mission
The Beebe School is a supportive and collaborative learning community where all promote and value creative thinking, risk taking, curiosity, and perseverance. Students' academic, physical, civic, and social-emotional growth is fostered through the use of technology, inquiry, and 21st century skills.
Thematic Goal
Build an inclusive community of critical thinkers and reflective practitioners by continuing to participate in effective collaborative practices that focus on the planning and delivery of instruction to meet the diverse needs of all students
Theory of Action
If we establish and participate in effective collaborative practices; If those practices focus on instruction and the needs of all students; If teachers use data to reflect on practice, share ideas in order to improve teaching methods, and develop common language, practices, and assessments; Then we will build a community of critical thinkers and reflective practitioners where teachers and students are actively engaged in academic tasks and inquiry; Then the instructional core will be strengthened across the school and all student learning and achievement will increase.



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Beebe School Profile 2019-2020

<p style="text-align: center;"><u>Leadership</u></p> <p>Dr. Kariann Murphy, Principal Mrs. Kate Greco, Assistant Principal K-4 Mr. Kevin Kilbride, Assistant Principal 5-8</p> <p style="text-align: center;"><u>Teams/Committees</u></p> <p>Instructional Leadership Team PBIS Team Grade Level PLCs P.T.O. School Site Council Student Teacher Assistance Team Crisis Team Student Support Team</p> <p style="text-align: center;"><u>School Day</u></p> <p>7:45-2:20 (Grades 7 & 8) 8:15-2:15 (Grades K - 6)</p> <p style="text-align: center;"><u>Faculty/Staff</u></p> <p>Administration: 3 Faculty: 125 Title 1/Reading Specialist: 1 Academic Coach: 2 Adjustment Counselor: 2 Guidance Counselor: 1 Redirect Counselor: 1</p> <p style="text-align: center;"><u>Achievement Indicators</u></p> <p>MCAS, DIBELS, Benchmark assessments (IXL, i-Ready), Common assessments</p>	<p style="text-align: center;"><u>Student Enrollment Demographics</u></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>March</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td>893</td> <td>903</td> <td>937</td> </tr> <tr> <td>Male</td> <td>50.5%</td> <td>51%</td> <td>52.6%</td> </tr> <tr> <td>Female</td> <td>49.5%</td> <td>49%</td> <td>47.4%</td> </tr> <tr> <td>Special Education</td> <td>13.3%</td> <td>12.7%</td> <td>13.2%</td> </tr> <tr> <td>504 Plans</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>EL</td> <td>24.6%</td> <td>23.3%</td> <td>22%</td> </tr> <tr> <td>First Language not English</td> <td>61.1%</td> <td>60.4%</td> <td>60.1%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>46.4%</td> <td>43.4%</td> <td>55%</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Attendance Rates</u></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>96.5%</td> <td>96.2%</td> <td>96.4%</td> </tr> </tbody> </table> <p style="text-align: center;"><u>School Programs</u></p> <p>Comprehensive K-8 Curriculum Including: INT K, Reading, Academic & Social-Emotional Intervention, Special Education, PACE</p> <p style="text-align: center;"><u>Partnerships</u></p> <p>Chinese Cultural Connection, Playworks, Celtics Fab Foundation, MWRA, Safe Routes to School, 5-District Partnership, Housing Families</p>	March	2018	2019	2020	Total Enrollment	893	903	937	Male	50.5%	51%	52.6%	Female	49.5%	49%	47.4%	Special Education	13.3%	12.7%	13.2%	504 Plans	4%	4%	4%	EL	24.6%	23.3%	22%	First Language not English	61.1%	60.4%	60.1%	Economically Disadvantaged	46.4%	43.4%	55%	2018	2019	2020	96.5%	96.2%	96.4%
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MCAS Accountability Beebe School

	Spring 2019 Exceeding & Meeting Beebe	Spring 2019 Exceeding & Meeting State	Difference +/-
Grade 3 ELA	55%	56%	-1
Grade 3 Math	46%	49%	-3
Grade 4 ELA	37%	52%	-15
Grade 4 Math	34%	50%	-16
Grade 5 ELA	35%	52%	-17
Grade 5 Math	35%	48%	-13
Grade 5 Science	46%	49%	-3
Grade 6 ELA	59%	53%	+6
Grade 6 Math	55%	52%	+3
Grade 7 ELA	43%	48%	-5
Grade 7 Math	52%	48%	+4
Grade 8 ELA	59%	52%	+7
Grade 8 Math	58%	46%	+12
Grade 8 Science	52%	46%	+6



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Student Growth & Progress

Progress Towards Improvement Targets	
2018	2019
42% (Partially Meeting Targets)	46% (Moderate Progress)

Progress Towards Improvement Targets	
2019 Areas of Strength	2019 Areas of Challenge
<p><u>ELA</u></p> <ul style="list-style-type: none"> Grade 6 SGP* = 69% Grade 7 SGP = 57.8% 81% of former EL* students 3-8 are meeting or exceeding expectations in ELA* <p><u>Math</u></p> <ul style="list-style-type: none"> Grade 6 SGP = 73.8% Grade 7 = 61.6% 73% of former EL students 3-8 are meeting or exceeding expectations in ELA Math <p><u>Science</u></p> <ul style="list-style-type: none"> 52% of all students in grade 8 are meeting or exceeding expectations. That is 14% higher than the district and 6% higher than the state. 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> Overall SGP in ELA - 46.6% with our Economically Disadvantaged Students at 43.4% and our High Need Students at 46.8% Overall SGP in Math - 46.5% with ELs at 48.3% and High Need Students at 48.8% <p><u>Grade 5</u></p> <ul style="list-style-type: none"> Overall SGP in ELA 32.1% 35% of all students in ELA are meeting and/or exceeding expectations. Overall SGP in Math - 36.2% with Economically Disadvantaged Students at 34.9% and High Need Students at 36.3% 35% of all students in Math are meeting and/or exceeding expectations.

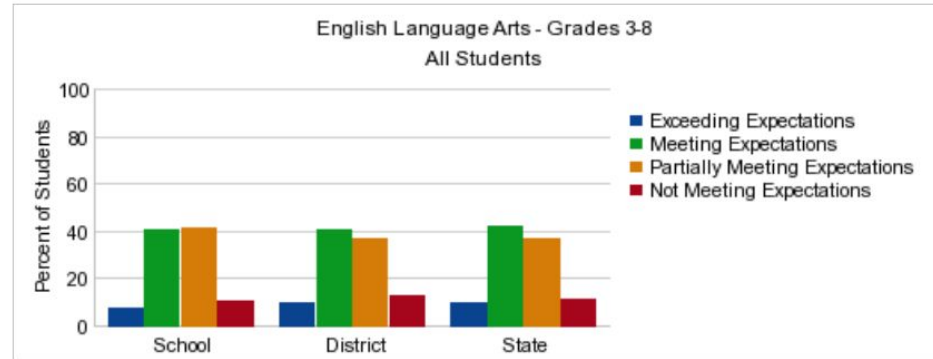
* SGP= Student growth percentile EL= English Language Learners ELA=English language arts



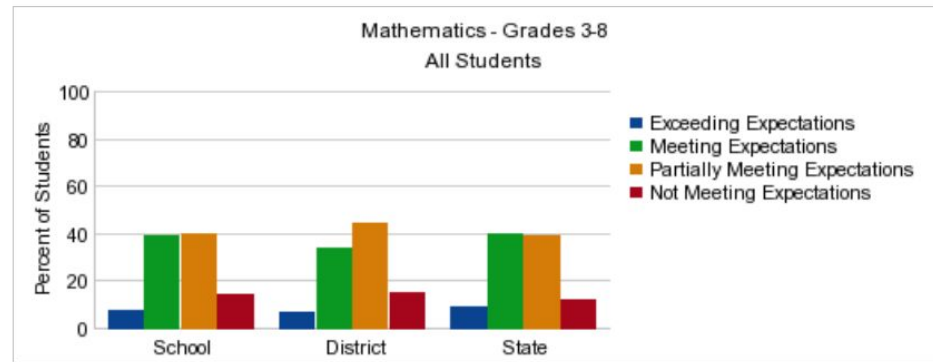
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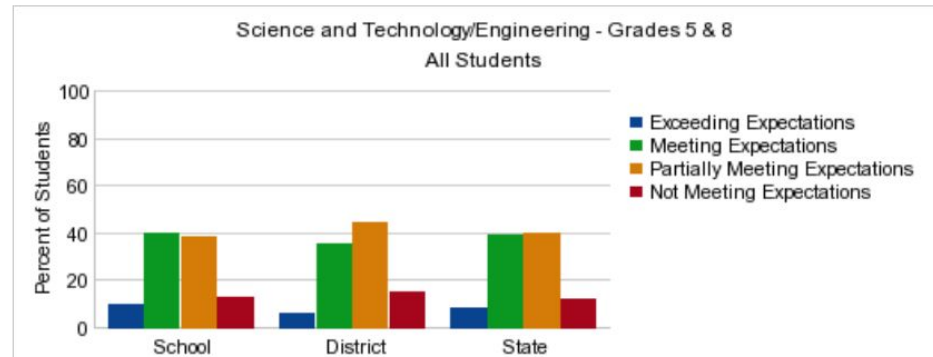
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	43	7	10	10
Meeting Expectations	233	41	40	42
Partially Meeting Expectations	237	41	37	37
Not Meeting Expectations	62	11	13	11
Total Included	575			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	42	7	7	9
Meeting Expectations	225	39	34	40
Partially Meeting Expectations	227	40	44	39
Not Meeting Expectations	80	14	15	12
Total Included	574			



Science and Technology/Engineering	N Included	% School	% District	% State
Exceeding Expectations	17	10	6	8
Meeting Expectations	70	40	35	39
Partially Meeting Expectations	67	38	44	40
Not Meeting Expectations	23	13	15	12
Total Included	177			





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Goal: Provide a Tier 1 curriculum and instruction program that inspires and engages students.	
Objective: By June of 2023, 100% of staff will have participated in professional development (PD) and instructional leadership team (ILT) selected Tier 1 universal practices for promotion of positive social behaviors, increased engagement, habits of learning and self-discipline	
Action 1: <u>Implement New Math Curriculum K-5</u>	What data will be used to monitor implementation? How often will this data be analyzed, and revisited?
<p>1.1 District will provide professional development for staff in a staggered manner K-5.</p> <ul style="list-style-type: none"> • The Math coach will collaborate with professional learning communities (PLC) to support teachers and students with implementation of new curriculum in specific grades. • Parents will receive information and communication about the new math curriculum. • Teachers will conduct peer observations of effective math practices • Align K-5 teaching routines and behaviors to infuse more joy, engagement and ownership of effective math practices at Beebe. (During PLCS and Data cycles) • During math PD time, curriculum maps will be used to align standard based instruction along with components of the math workshop when planning and creating lessons. 	<p>Starting in the 2020-2021 school year and implemented over a 2-3 year period, all students will engage in a developmentally appropriate, engaging, and comprehensive math curriculum K-8 as evidenced through student assessments, engagement and skill development.</p> <p>Every child at Beebe school can set and achieve personal growth goals as measured by IXI</p> <p>1.1</p> <ul style="list-style-type: none"> • All K-5 staff will receive training in the new program. • Staff, students and leadership will participate in a diagnostic and data collection process to identify recommendations for implementation of universal practices. • Administration/evaluators/directors will take part in Math Learning Walks using look for documents focusing on conceptual understanding, procedural skills and fluency, and application with equal intensity and share pattern and trend data with staff.



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<p>1.2 Teachers K-8 will use math assessments (formative and summative) to inform their teaching to meet the needs of each student, reflect on each unit and share best practices during their PLCs.</p> <ul style="list-style-type: none"> • Students will engage in small group and partner work to improve math understanding and discourse. • Increase frequency of Tier 1, small-group instruction to 4-5 times weekly • Teachers will design station-based lessons that pursue conceptual understanding, procedural skills and fluency, and application with equal intensity • Math Workshop 20 mini lessons will be implemented within the first 6 weeks of school to develop a math community along with routines and structures necessary for implementing productive learning stations and guided math groups. 	<p>1.2</p> <ul style="list-style-type: none"> • All staff will receive PD on using data for flexible grouping. • By End of Year (EOY) 2021 there will be noted through walkthrough observations and learning walks students engaged in Tier 1, small-group instruction at least three times weekly • By EOY 2022 there will be noted through walkthrough observations and learning walks students engaged in Tier 1, small-group instruction at least 4-5 times weekly • All staff (in professional learning communities (PLT's) or faculty meetings (FM's) will analyze initial implementation data and make adjustments to classroom practices. • By EOY 2020 there will be noted through walkthrough observations and learning walks students engaged in purposeful Tier 1, small-group instruction tied to the standards at least 4-5 times weekly
<p>Action 2: Plan for deeper connections between the literacy curriculum and instruction, using student data</p>	<p>What data will be used to monitor implementation? How often will this data be analyzed, and revisited?</p>
<p>2.1 Teachers will focus on individual learning goals for students using i-Ready benchmark assessment</p> <ul style="list-style-type: none"> • Teachers will work with their principal, assistant principals and teacher leaders to structure and deliver their center-based lessons in a way that promotes increased rigor for students through the gradual release model • Increase frequency of Tier 1, small-group instruction to 	<p>Each Quarter</p> <ul style="list-style-type: none"> • Administration/evaluators/directors will take part in ELA Learning Walks using look for document focusing on the connection between planning, instruction, assessment and student work analysis and share pattern and trend data with staff • Teachers will conference with students around their individual learning goals to celebrate growth and



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4-5 times weekly

- Teachers will provide students with the opportunity to engage with complex texts and apply academic language to demonstrate learning
- Teachers will plan lessons that have students reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Students will have the opportunity to build knowledge through content-rich nonfiction text and multimedia sources
- Align K-5 teaching routines and behaviors to infuse more joy, engagement and ownership of effective literacy practices at Beebe. (During PLCS and Data cycles)

2.2. Administration/evaluators/directors will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis

- Administration/evaluators/directors will guide ILT, coaches & PLTs in collecting and making meaningful use of data (i-Ready, DIBELS, MCAS, and student Writing rubric)
- Administration/evaluators/directors will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA focus
- Administration/evaluators/directors will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

establish next steps

- Collaborate with literacy coach and directors to increase knowledge of best practices around reading development.
- Adjust instructional practices to demonstrate workshop format.
- Utilize 'look for' checklist to ensure fidelity around workshop format.

Fall/Winter/Spring

- PD for staff in both teacher and administrator identified areas in support of improving differentiation.
- Analyze i-Ready benchmark, DIBELS 8, Beginning of year (BOY), Mid-year (MY), & EOY

Ongoing

- Analyze formative assessment data.
- SEI (english learner) strategies incorporated into the ELA Curriculum Units of Study.
- Focused work will be done with PLCs to build capacity in content knowledge, instructional practice, coaching methods, and data and analysis.
- Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.
- Analyze outcomes for students who hit their projected scale scores and design next steps.



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Goal: Foster a cycle of continuous instructional improvement through the use of data collaboration and instructional support	
Objective: By June of 2023, 100% of staff will have learned, practiced and reflected upon the effectiveness of selected Tier 2 interventions that will cultivate positive behaviors and support increased academic success for students.	
Action 3: <u>Identify, Create, & Strengthen implementation of T-2 Safety-nets for math & literacy</u>	What data will be used to monitor implementation? How often will this data be analyzed, and revisited?
<p>3.1 Creation of data team to include school administrators, district curriculum directors, content coaches and leads, as well as team leads.</p> <ul style="list-style-type: none"> Principal will meet with the data team to dive deeper into the MCAS/ACCESS/i-Ready/DIBELS/IXL/common rubrics, S.S. Science, exploratory data to determine patterns and themes on which to focus. Data team in partnership with teachers & curriculum coordinators will identify progress monitoring data for S.S., Science and exploratory Principal will share recent assessment data with the school site council, families and staff. Determine & implement data cycles to identify, intervene, and measure growth every 6-8 weeks school wide (4 data points- iReady, Imagine Learning, DIBELS, IXL, unit assessments,). One Lit Data Cycle meeting every other month One math Data Cycle meeting every other month Ensure consistent, reliable and concise data sharing systems to support instruction for students with needs 	<p>From 2020-2023 students in the high needs categories will continue to make considerable growth in academic areas, as defined by ELA and Math benchmark assessments as well as MCAS data.</p> <ul style="list-style-type: none"> Data team will be created and have begun meeting. Content area data will be identified and distributed to grade level teams for analysis Staff will begin training in research-based Tier 2 Interventions. Staff will begin to practice the application of Tier 2 Interventions in math & ELA and begin data collection. The Data Team as well as all staff will review and reflect on data collected from implemented Tier 2 interventions and make necessary adjustments to instruction.



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in Tier II and III.

- The data team will identify curriculum areas and specific concepts that school is performing below system/state level and examine school-based assessments and current interventions for students in high needs categories.

3.2 ILT in conjunction with district and school administrators will develop strategic T-2 intervention plans for math and ELA.

- Teachers will participate in PD on T-2 interventions
- Teachers will meet in PLCs to analyze student scores and assign T-2 interventions.
- K students identified “at-risk” during the dyslexia screening process will receive small group, direct, explicit instruction using a multisensory program such as Foundations or Early Reading Inventory



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Goal: Build a Tiered social-emotional program that is coherent and contains behavioral expectations, rules, procedures, supports and prevention strategies for ALL students

Objective: By June of 2023, 100% of students and staff will become aware and develop an understanding of social needs of self, others, and community using schoolwide resources (ex. PBIS, Zones of Regulation, Restorative Practice, etc.) as measured by PBIS assessment tools, office referral data, Individualized behavior plans and school Social-Emotional Learning (SEL) survey system.

Action 4: Implement PBIS with fidelity at all grade levels

**What data will be used to monitor implementation?
How often will this data be analyzed, and revisited?**

4.1 All staff will continue to deepen understanding and develop practices towards using the PBIS approach to foster learning in all aspects of school life.

- All teachers will commit 20 minutes each day for direct SEL instruction.
 - PBIS for all
 - Zones of Regulation K-2
 - Restorative practice 3-6
 - Botfin Curriculum & Community service 7-8
- Administration will make adjustments to the SEL block from the end of the day.
- Teachers will communicate elements of the PBIS program with families via email, newsletters, and/or inviting families into the school.
- Monthly assemblies for students that support and enhance students' understanding of Beebe values and celebrate successes.
- Teachers will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

Over the next three years, all teachers will become proficient in implementing the PBIS program in their classrooms; providing common language and opportunities for students' increased school connectedness and engagement.

- Staff, student, and family survey on positive, supportive school culture
- X2 Referral data (Yr. 2)
- Tiered Fidelity Report (TFR/Yr. 2)
- Team Implementation Checklist (TIC/Yr. 2)

EOY 2021

- PBIS team has revised an action plan aligned to SIP goals.
- PBIS team will survey staff and students to determine if the school-wide behavior systems are in place, are consistent, and effective.
- PBIS team will share survey results, and meeting notes to all staff for better communication.
- PBIS team presented the Staff Handbook at PD to begin full PBIS implementation.
- All staff have implemented PBIS school wide incentives, interventions, and support to promote a positive climate



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- The PBIS Team will evaluate progress and identify areas for continued professional growth.
- A tracking system to monitor the distribution of Beebe Bucks & positive postcards.
- PBIS team and all staff will promote students' feeling of "connectedness" to caring adults through relationship building, goal setting, and personalizing students' social development.
- Ongoing PDs on the implementation and practices of PBIS, Zones, Restorative Practices.
- PBIS team will develop mentoring programs for "high needs" students to strengthen positive relationships with school

and culture.

- Zones of Regulation training to all staff designed to foster self regulation and emotional control.
- Major Office Referrals are being tracked using X2 data collection for PBIS team to make data-based decision making.
- Restorative discipline practices will be implemented with a trauma-sensitive lens.
- PBIS team will develop a family communication plan to share PBIS tenets and developments.

EOY 2022

- Build staff's capacity for providing interventions and support to promote a positive climate and culture.
- All staff will continue to implement PBIS school wide incentives.
- PBIS Team to analyze and disseminate X2 data to make decisions on systems in place.
- Guidance & Redirect are scheduling lessons on Zones of Regulation & Botfin within classrooms.
- Ongoing support for staff on SW behavioral expectations.
- Provide PD to staff on understanding the difference between minor and major offenses.

EOY 2023

- PBIS team continues to analyze and make decisions using X2 data through sharing it at staff meetings
- PBIS Team reviews the TFI and TIC to see if the results, surveys, incentives, and interventions/supports have shown positive progress and results.
- The PBIS team will use data to revise and adjust action plans for continued implementation.



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Professional Development Plan*
2020-2021

Subject to change as needs are identified

Date(s)	PD Type	Time(s)	Objectives
8/31/20 Monday	Whole School Full day PD	8:30-9:30 10:00-10:30 10:30-12:00 12:00-12:30 12:30-2:15	<p>Convocation at MHS</p> <p>OpeningActivities/Welcome</p> <p>Classroom setup</p> <p>Lunch</p> <p>School Improvement Plan - Social Emotional</p> <ul style="list-style-type: none"> ★ PBIS <ul style="list-style-type: none"> ○ Norm setting/school culture ○ Clarify & revisit PBIS plan for year 2 <ul style="list-style-type: none"> ■ Postcards ■ Assemblies ■ Lessons ★ SEL Blocks & EL Program updates
9/1/20 Tuesday	Whole School Full day PD	8:30-9:30 9:30-11:30	<p>Setting Workshop Model Routines</p> <ul style="list-style-type: none"> ○ Start with whole group in auditorium <p>School Improvement Plan - Content</p> <ul style="list-style-type: none"> ★ Workshop rotations (Math & Literacy) Coaches <ul style="list-style-type: none"> ○ Breakout groups (60 minutes each): <ul style="list-style-type: none"> ■ Elementary Math: Room _____



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		11:30-12:00 12:00-2:00	<ul style="list-style-type: none"> ■ Elementary Literacy: Room _____ ■ Student Services: Room _____ <p>M.S. & Exploratory - Classroom setup</p> <p>Lunch</p> <ul style="list-style-type: none"> ★ Workshop rotations (Math & Literacy) Coaches <ul style="list-style-type: none"> ○ Breakout groups (90 minutes each): <ul style="list-style-type: none"> ■ M.S. Math: Room _____ ■ M.S. Literacy Room _____ ■ Exploratory: Room _____
9/14/20 Monday	Faculty PD Meeting	2:45-3:45	Teachpoint/Goal setting SIP points Benchmarking
10/5/20 Monday	Faculty PD Meeting	2:45-3:45	Content PD Workshop model of instruction Tier-2 Tier-3 in the classroom (Differentiation)
10/9/20 Friday	Early Release PD	12:15-2:15	Content PD
11/2/20 Monday	Faculty PD Meeting	2:45-3:45	SEL PD
11/3/20 Tuesday	Whole School Full day PD	8:30-2:15	District Wide PD
12/7/20 Monday	Faculty PD Meeting	2:45-3:45	SEL PD



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1/4/21 Monday	Faculty PD Meeting	2:45-3:45	Content PD
1/15/21 Friday	Early Release PD	12:15-2:15	Content PD
2/1/21 Monday	Faculty PD Meeting	2:45-3:45	Content PD Mid year benchmark Data Dive
2/5/21 Friday	Early Release PD	12:15-2:15	Content PD Mid year benchmark Data Planning
3/1/21 Monday	Faculty PD Meeting	2:45-3:45	MCAS Security Training
3/12/21 Friday	Whole School Full day PD	8:30-2:15	District Wide PD
4/5/21 Monday	Faculty PD Meeting	2:45-3:45	Curriculum/Content PD
5/3/21 Monday	Faculty PD Meeting	2:45-3:45	Content PD
5/7/21 Friday	Early Release PD	12:15-2:15	Content PD
6/4/21 Friday	Early Release PD	12:15-2:15	EOY Data Dive & Planning
6/7/21 Monday	Faculty PD Meeting	2:45-3:45	EOY Procedures