



Avery Elementary School

**School Improvement Plan
2011-2013**

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Avery School Council

Submitted By:
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Acknowledgements

The contribution of the following individuals in preparing this document is gratefully acknowledged:

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Implementation and Accomplishments 2009-2011 Improvement Plan

Toward the goals set in the 2009-2011 School Improvement Plan, the Avery School accomplished the following:

1. Academic Excellence: Expand standards based learning.

- Continued analysis of data during grade level and faculty meetings
 - MCAS data in both English Language Arts and Math
 - Math Assessments
 - Acuity data
 - FASTTMATH data
 - Every Day Math Unit Assessments
 - Literacy Assessments
 - DRA
 - Hearing and Recording Sounds
 - Lexia
- Continued district wide curriculum review and implementation of new programs
 - Completed implementation of *Every Day Mathematics* program in grades 1-5
 - Implemented new Science textbook in grades 4-5
 - Participated in English Language Arts Curriculum Committee to investigate and adopt literacy program
- Provided increased student instructional support
 - In school small group pre-teaching of math concepts
 - After school math tutoring in grades 4 and 5 for students scoring in Warning and Needs Improvement ranges on MCAS
 - After school math enrichment program for students scoring in Proficient and Advanced ranges on MCAS
 - Access to FASTTMATH and AHA Math at home
 - After school MCAS prep sessions for grades 3, 4, and 5 in ELA and Math

2. Positive Learning Environment: Ensure that students have the social and emotional competencies that enable them to form positive relationships, make responsible decisions,

manage themselves appropriately, demonstrate empathy for others, and feel supported by caring adults.

- Provided math tutoring after school for targeted students
- Continued partnership with middle school and high school for after school offerings in instrumental lessons and foreign language exploration
- Partnered with Noble & Greenough for after school math enrichment program
- Avery Institute increased to 19 offerings serving 150 students
- Continued to provide cultural enrichment programs focusing on respect for diversity
- Continued partnerships with the Endicott Greenhouse for grades 1 and 3 students and New Bridge on the Charles for reading tutoring during the day for students in grades 1, 2, and 4.
- Offered curriculum nights in math and literacy for parents as well as a family math evening for parents and students.

3. Respect: Develop the social and emotional skills of all students.

- Continued to expand *Responsive Classroom* practices
- Continued to provide cultural enrichment programs focusing on respect for diversity
- Entire staff trained in recognizing and addressing bullying
- Provide alternative activities for students during recess

4. Support and Open Communication: To increase public awareness of school needs and accomplishments.

- Continued to update and expand website with news, the school calendar, school newsletters, etc.
- Started email delivery of notices to interested parents
- Expanded offerings of informational meetings for parents-Math Night, Literacy Night and Family Math Night
- Continued maintenance of current facility while awaiting completion of new building
- Began construction of new facility
- Initiated use of additional reports for parents to keep them apprised of student progress in math and literacy

District Core Values

Academic Excellence

The educators, parents and citizens of Dedham are partners in a commitment to academic excellence to prepare students to succeed in a global society.

Positive Learning Environment

Our schools provide a safe environment that fosters curiosity, creativity and positive attitudes.

Students develop best when they are encouraged and feel supported in an open, collaborative environment.

Respect

By enriching learning and developing responsible citizens, we respect the dignity and diversity of all individuals and all cultures.

Support and Open Communication

The schools create opportunities to share ideas, resources, and responsibility among students, parents, school personnel, town officials and residents.

Mission Statement

The mission of the Dedham Public Schools, in partnership with the community, is to promote excellence in learning, self-discipline, and motivation.

Vision

Each graduate of the Dedham Public Schools will confidently pursue personal excellence through continued independent inquiry and learning and exhibit socially responsible decision-making within a dynamic and diverse global community.

Dedham Public Schools Strategic Plan 2008-2013 District Goals

1. **Academic Excellence:** Expand standards based learning.
2. **Positive Learning Environment:** Ensure that students have the social and emotional competencies that enable them to form positive relationships, make responsible decisions, manage themselves appropriately, demonstrate empathy for others, and feel supported by caring adults.
3. **Respect:** Develop the social and emotional skills of all students.
4. **Support and Open Communication:** To increase public awareness of school needs and accomplishments.

Introduction to 2011-2013 Plan

After careful review of the surveys, student assessment, and historical data, the School Council identified four major areas, aligned with the Dedham Public Schools Strategic Plan, to focus improvement: Academic Excellence, Positive Learning Environment, Respect, and Support and Open Communication.

Analysis of MCAS scores over the past three years revealed a continued need to teach the use of strategies in reading comprehension across all genres. Although there has been an improvement in performance on topic development and open response questions in both English Language Arts and math, these remain areas to address. Multiyear analysis of mathematics scores indicates weaknesses in the areas of Number Sense and Operations; Patterns, Relations and Algebra; and Geometry. The Dedham Public Schools have recently completed the implementation of the Every Day Mathematics Program. With the implementation of this program and the increased use of Acuity and Fastmath, teachers are becoming more adept at analyzing data to inform instruction. This will remain a focus for the duration of this plan.

Following the lead of the District, the Council has continued in our plan to provide a positive learning environment in order to enable students to form positive relationships, make responsible decisions, manage themselves appropriately, demonstrate empathy for others, and feel supported by caring adults. This will be addressed through increased opportunities for students to work together and with adults in extra-curricular activities and during the school day. Extending the day and year through a variety of clubs, classes and activities will not only continue to enhance the students' school experience; it will also provide increased opportunities for parents to become involved and to create partnerships with community organizations and businesses. We will continue to provide cultural enrichment programs with a focus on respect for diversity and individual differences.

Additionally, the Council has targeted assisting our students to develop the social and emotional skills necessary to acknowledge diversity and treat ourselves and others with respect. This will be addressed through continued expansion of *Responsive Classroom* practices, anti-bullying activities, cultural enrichment programs, expanded after school offerings, and providing alternative activities for students during recess.

In order to increase public awareness of our school's needs and accomplishments we will continue to use a variety of methods such as updating the school website and utilizing the news media. Communication has been increased with parents will be through more frequent student progress reports. Parents have also had increased opportunities to learn

about the curriculum through parent informational meetings and family curriculum nights. We will begin to explore methods of providing our ELL families with translated school informational documents in order to help them become more aware of and involved in school events and activities.

Finally, as we monitor the building of the new facility we will begin to plan for the transition later in this school year.

2011-2013 Avery School Improvement Goals

1. **Academic Excellence:** Expand standards based learning.
 - Target Areas:
 - English Language Arts
 - Topic development

- Comprehension across all genres
- Mathematics
 - Number Sense and Operations
 - Patterns, Relations, and Algebra
 - Geometry
- Test Taking Strategies
 - Answering open response questions

2. Positive Learning Environment: Ensure that students have the social and emotional competencies that enable them to form positive relationships, make responsible decisions, manage themselves appropriately, demonstrate empathy for others, and feel supported by caring adults.

- Expand after school offerings
- Continue partnership with middle school and high school to expand after school offerings
- Continue to increase summer program
- Continue to provide cultural enrichment programs focusing on respect for diversity
- Expand intergenerational learning experiences
- Increase numbers of opportunities for parent involvement

3. Respect: Develop the social and emotional skills of all students.

- Continue to expand *Responsive Classroom* practices
- Expand after-school offerings to involve students and build positive relationships
- Continue to provide cultural enrichment programs focusing on respect for diversity
- Continue to provide training in preventing bullying activity within school
- Provide alternative activities for students during recess

4. Support and Open Communication: To increase public awareness of school needs and accomplishments.

- Increase parental awareness of student progress
- Increase parent exposure to *Every Day Math program*
- Continue to assess family levels of awareness of student performance, school resources, and family needs
- Continue to provide technology access at home
- Continue to increase information provided to families regarding school events, initiatives, and curriculum
- Continue to explore ways to provide timely translated documents to ELL parents
- Complete construction of and transition into new facility

*1. Academic Excellence: Target-English Language Arts-
Comprehension across all Genres*

Root Causes	Instructional Change Objective	Resources												
More time and practice needed	Teachers will expose students, across all grade levels, to variety of genres.	Reading Specialist Special Education Staff Title I Staff Library Media Specialist												
Strategies	Specific Timeline	Measures of Implementation												
Provide students with opportunities to practice reading across genres and responding orally or in writing. Provide tiered instruction to students at risk; provide additional in school and after school support.	September 2011- May 2013	Lesson Plans, Student Scores												
Methods of Collecting Information	Targeted Students	Desired Level of Performance												
Classroom Observations, Teacher plans DRA scores, Acuity Assessments, Treasures- Unit Assessments	Grades 1-5	To score 5% higher for school percentages by MCAS 2012; additional 5% higher for school percentages by MCAS 2013												
Student Learning Objectives	Persons Responsible	Assessment Tools												
The students will be able to read passages across genres and respond orally or in writing to comprehension questions or retell a fictional story.	Principal Classroom Teachers Support Staff	Treasures- Gr. 1-3 (2011-2013) Treasures- Gr. 4-5 (2012-2013) Guided Reading books Acuity- 3 Predictive MCAS practice items- weekly												
Reading and Literature	Assessment Schedule													
<table border="0"> <tr> <td></td> <td><i>State</i></td> <td><i>Avery</i></td> </tr> <tr> <td>2011</td> <td>69%</td> <td>66%</td> </tr> <tr> <td>2010</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>2009</td> <td>71%</td> <td>71%</td> </tr> </table>		<i>State</i>	<i>Avery</i>	2011	69%	66%	2010	70%	70%	2009	71%	71%	September 2011-May 2013	
	<i>State</i>	<i>Avery</i>												
2011	69%	66%												
2010	70%	70%												
2009	71%	71%												

*1. Academic Excellence:
Target- English Language Arts- Topic Development*

1. Academic Excellence:

Root Causes	Instructional Change Objective	Resources												
Unified program in place, however just implemented in grades 4 & 5 over past two years.	Teachers will utilize Lucy Calkins program- gr. 1-5.	Reading Specialist Speech/Language Pathologist Special Education Staff												
Strategies	Specific Timeline	Measures of Implementation												
Provide students with opportunities to utilize writing workshop to choose topics and write across all styles. Provide tiered instruction to students at risk; provide additional in school and after school support	September 2011- May 2013	Lesson Plans, Student Scores												
Methods of Collecting Information	Targeted Students	Desired Level of Performance												
Student scores on: Classroom assessments; Writing Workshop pieces; MCAS practice items, 2011 and 2012 MCAS scores & growth model	Grades 1-5	To score 5% higher for school percentages by MCAS 2012; additional 5% higher for school percentages by MCAS 2013												
Student Learning Objectives	Persons Responsible	Assessment Tools												
The students will be able to write with a clear focus, coherent organization, and sufficient detail.	Principal Classroom Teachers Support Staff	Lucy Calkins-Units of Study for Primary Writing- gr. 1-2 Treasures Writing Program- gr. 1-3 Lucy Calkins- Units of Study for Teaching Writing- gr. 3-5												
Topic Development- Gr. 4 MCAS	Assessment Schedule													
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2011	54%	54%												
2010	59%	58%												
2009	52%	55%												

Target-Math-Number Sense and Operations

Root Causes	Instructional Change Objective	Resources												
Gaps in current curriculum	Teachers will utilize Every Day Math materials to introduce and reinforce number sense and operations.	Special Education Staff Title I Staff Math Coach												
Strategies	Specific Timeline	Measures of Implementation												
Provide tiered instruction to students at risk; provide additional in school and after school support	September 2011- May 2013	Lesson Plans, Student Scores												
Methods of Collecting Information	Targeted Students	Desired Level of Performance												
Student scores on: <i>Every Day Math</i> assessments, Acuity assessments, FasttMath reports, MCAS practice items, 2011 and 2012 MCAS scores & growth model	Grades 1-5	To score 5% higher for school percentages by MCAS 2012; additional 5%% higher for school percentages by MCAS 2013												
Student Learning Objectives	Persons Responsible	Assessment Tools												
The students will be able to use number sense and operations to solve mathematical problems effectively.	Principal Classroom Teachers Support Staff	<i>EDM</i> assessments- end of unit Acuity- 3 Predictive, 3 Diagnostic FASTTMATH-2-3 times weekly MCAS practice items- weekly												
Number Sense and Operations- Gr. 5 MCAS	Assessment Schedule													
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2011	55%	58%												
2010	71%	69%												
2009	70%	59%												

*1. Academic Excellence:
Target-Math-Patterns, Relations, and Algebra*

Root Causes	Instructional Change Objective	Resources												
Gaps in current curriculum	Teachers will utilize EveryDay Math materials to introduce algebraic operations and understanding of patterns.	Special Education Staff Title I Staff Math Coach												
Strategies	Specific Timeline	Measures of Implementation												
Provide tiered instruction to students at risk; provide additional in school and after school support	September 2011- May 2013	Lesson Plans, Student Scores												
Methods of Collecting Information	Targeted Students	Desired Level of Performance												
Student scores on: <i>Every Day Math</i> assessments, Acuity assessments, FasttMath reports, MCAS practice items, 2011 and 2012 MCAS scores & growth model	Grades 1-5	To score 5% higher for school percentages by MCAS 2012; additional 5% higher for school percentages by MCAS 2013												
Student Learning Objectives	Persons Responsible	Assessment Tools												
The students will be able to use an understanding of patterns and algebraic operations to solve mathematical problems effectively.	Principal Classroom Teachers Support Staff	<i>EDM</i> assessments- end of unit Acuity- 3 Predictive, 3 Diagnostic FASTTMATH-2-3 times weekly MCAS practice items- weekly												
Patterns, Relations, and Algebra	Assessment Schedule													
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	<i>State</i>	<i>Avery</i>												
2011	48%	48%												
2010	69%	67%												
2009	77%	71%												

*1. Academic Excellence:
Target-Math-Geometry*

Root Causes	Instructional Change Objective	Strategies												
Gaps in current curriculum	Teachers will utilize EveryDay Math program to increase student understanding of geometry.	Special Education Staff Title I Staff Math Coach												
Strategies	Specific Timeline	Measures of Implementation												
Increase hands-on activities and use of manipulatives to introduce and practice concepts. Provide tiered instruction to students at risk; provide additional in school and after school support	September 2011- May 2012	Lesson Plans, Student Scores												
Methods of Collecting Information	Targeted Students	Desired Level of Performance												
Student scores on: <i>Every Day Math</i> assessments, Acuity assessments, FasttMath reports, MCAS practice items, 2011 and 2012 MCAS scores & growth model	Grades 1-5	To score 5% higher for school percentages by MCAS 2012; To score 5% higher percentages by MCAS 2013												
Student Learning Objectives	Persons Responsible	Assessment Tools												
The students will be able to understand and solve mathematical problems involving geometry effectively.	Principal Classroom Teachers Support Staff Math Coach	<i>EDM</i> assessments- end of unit Acuity- 3 Predictive, 3 Diagnostic FASTTMATH-2-3 times weekly MCAS practice items- weekly												
Gr. 5 MCAS	Assessment Schedule													
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	<i>State</i>	<i>Avery</i>												
2011	48%	46%												
2010	58%	59%												
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1. Academic Excellence:

More time and practice needed.	Teachers will continue to expose students to opportunities to answer open response questions across the curriculum.	Exposure to open-response type questions at all levels. Increased modeling of and discussion of how to answer open response questions. Weekly open response questions with specific feedback.																														
Targeted Students	Student Learning Objectives	Resources																														
Grades 1-5	Students will be able to write clear, organized answers to open-response questions across the curriculum.	Reading Specialist Support Staff																														
Methods of Collecting Information	Persons Responsible	Assessment Tools																														
Classroom Observations Teacher made assessments Grade Level Rubrics	Principal Classroom Teachers Support Staff	Teacher made assessments Past MCAS questions																														
Measures of Implementation	Assessment Schedule	Desired Level of Performance																														
Lesson Plans Scores on open response practice questions	2011-2013	To score 5% higher for school percentages by MCAS 2012; To score 5% higher percentages by MCAS 2013																														
Open Response- MCAS 2008-2011	Open Response- MCAS 2008-2011	Specific Timeline																														
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Gr. 4 ELA	49%/48%	56%/49%	Science	55%/56%	49%/57%																											
Math	54%/64%	46%/69%																														

Target-Study Skills- Answering Open Response Questions

2. Positive Learning Environment:

<i>Action Steps</i>	<i>Persons Responsible</i>	<i>Timeline</i>	<i>Resources Needed</i>	<i>Success Indicators</i>
Expand after-school offerings through parent volunteers	P.T.O., Principal	2011-2013	Parent Volunteers, Student fees, Supplies for offerings	Program Offerings, Student Enrollment
Continue partnership with expand after-school offerings	Principal, High School Department Chairs, Student Volunteers	2011-2013	Student Volunteers, Student fees, Supplies for offerings	Program Offerings, Student Enrollment
Continue to increase summer programs	Faculty, Principal	2011-2013	Staff Instructors, Student fees, Funding for materials	Program Offerings, Enrollment
Continue to provide cultural enrichment programs for students focusing on respect for diversity and individual differences.	Principal, Faculty, P.T.O.	2011-2013	P.T.O. funding, Grants	Program Offerings
Expand intergenerational learning experiences	Principal	2011-2013	Community Groups, Principal, Faculty	Increased Community Volunteers
Increase numbers of opportunities for parents to become involved in the school	Principal, Faculty, P.T.O.	2011-2013	Parent Volunteers	Parent Feedback

3. Respect:

<i>Action Steps</i>	<i>Persons Responsible</i>	<i>Timeline</i>	<i>Resources Needed</i>	<i>Success Indicators</i>
Continue to expand <i>The Responsive Classroom</i> practices across the school.	Principal, Faculty	2011-2013	Funding for training of staff, Teachers	Reduced behavioral teacher documentation of behaviors
Expand after-school offerings to involve students and build positive relationships	P.T.O., Principal	2011-2013	Parent Volunteers, Student fees, Supplies for offerings	Program Offerings, Student Enrollment
Continue to provide cultural enrichment programs for students focusing on respect for diversity and individual differences.	Principal, Faculty, P.T.O.	2011-2013	P.T.O. funding, Grants	Program Offerings
Provide teacher/student training in preventing bullying activity within the school.	Principal, Faculty	2011-2013	Funding for materials, Principal, Faculty	Reduced behavioral teacher documentation of behaviors
Provide alternative activities for students during recess	Principal, Faculty, Student Council	2011-2013	Funding for materials, Faculty	Student participation in alternative recess activities

4. Support and Open Communication:

<i>Action Steps</i>	<i>Persons Responsible</i>	<i>Timeline</i>	<i>Resources Needed</i>	<i>Success Indicators</i>
Increase parental awareness of progress through home every 5-6 weeks	Principal Classroom teachers	2011-2013	Staff time	Parent signed returned progress reports every 5-6 weeks
Increase parent exposure to Every Day Math program through parent information nights, family math night, EDM unit parent newsletters, invitation to visit school during math time	Principal Math Coach Faculty	2011-2013	Copying Staff participation in night events	Attendance(sign in) at Math Information Night in fall, Family Math Night in Spring, EDM newsletters- beginning of each unit (every 4-5 weeks) Parent visitation- November
Assess family level of awareness of student performance, school resources, and family needs through parent surveys	Principal Math Coach School Council	2011-2013	Copying	Returned parent surveys
Continue technology access at home	Principal Technology Department	2011-2013	Funding for student home access	Monthly student usage reports
Increase monthly information- Avery Moments- newsletter- Math Corner	Principal Math Coach	2011-2013	Copying	Monthly Newsletters
Explore low or no cost options for translation of school documents notices	Principal	2011-2013	Copying	Increased translated materials
Complete building of new facility Transition into new facility	Principal SBRC Faculty	2011-2012	Town/State Funding SBRC Oversight	Smooth transition into new facility

4. Support and Open Communication:

<i>Action Steps</i>	<i>Persons Responsible</i>	<i>Timeline</i>	<i>Resources Needed</i>	<i>Success Indicators</i>
Increase parent exposure to Treasures program through parent information nights, invitation to visit school during reading time	Principal Reading Specialists Faculty	2011-2013	Copying Staff participation in night events	Attendance (sign in) at Information Night, Parent visitation- November

Appendices

SCHOOL PROFILE INFORMATION

(Source: Department of Elementary and Secondary Education)

Avery-Enrollment /Indicators

Enrollment by Grade (2010-2011)																	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	131	189	214	235	233	225	205	231	211	201	220	190	196	197	0	-	2,879
Avery	0	0	39	53	41	44	40	0	0	0	0	0	0	0	0	-	217

Enrollment by Race/Ethnicity (2010-2011)			
Race	% of School	% of District	% of State
African American	8.8	6.5	8.2
Asian	6.0	3.3	5.5
Hispanic	24.9	10.2	15.4
Native American	0.9	0.3	0.2
White	54.4	77.6	68.0
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	5.1	2.1	2.4

Title	% of School	% of District	% of State
First Language not English	22.6	10.9	16.4
Limited English Proficient	17.1	4.8	7.2
Low-income	50.2	23.2	34.2
Special Education	24.4	22.4	17.0
Free Lunch	41.0	18.8	29.1
Reduced Lunch	9.2	4.4	5.1

Enrollment by Gender (2010-2011)			
	School	District	State
Male	110	1,509	490,363
Female	107	1,370	465,200
Total	217	2,879	955,563

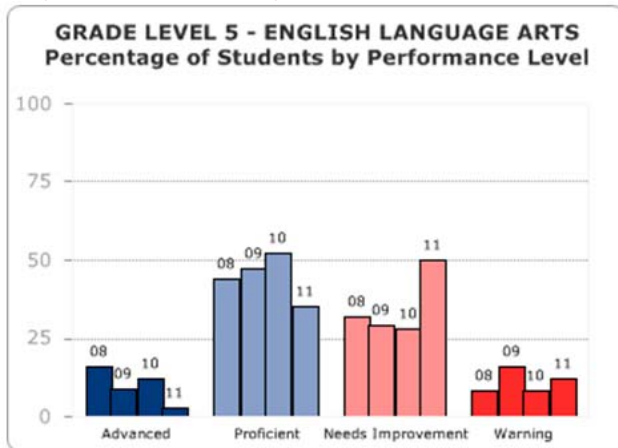
Indicators (2009-2010)

	School	District	State
Grade 9-12 Dropout Rate	0.0	1.4	2.9
Attendance Rate	95.1	94.4	94.6
Average # of days absent	8.4	9.6	9.3
In-School Suspension Rate	1.8	4.0	3.7
Out-of-School Suspension Rate	3.5	4.9	6.0
Graduation Rate	-	83.7	82.1
Truancy Rate	0.0	0.0	2.2

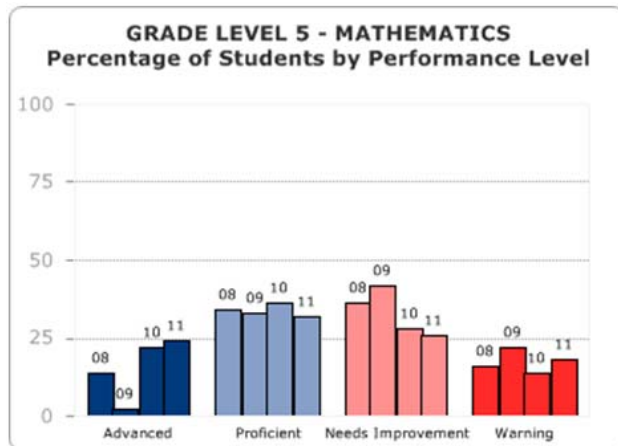
Teacher Data (2010-2011)			
	School	District	State
Total # of Teachers	19.1	226.3	68754.2
% of Teachers Licensed in Teaching Assignment	100.0	99.6	97.5
Total # of Classes in Core Academic Areas	82	1051	335,925
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.7
Student/Teacher Ratio	11.4 to 1	12.7 to 1	13.9 to 1

(Source: Department of Elementary and Secondary Education)

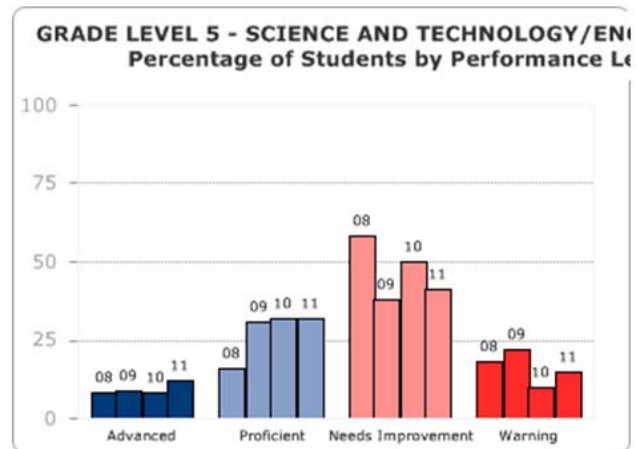
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	16	9	12	3
PROFICIENT	44	47	52	35
NEEDS IMPROVEMENT	32	29	28	50
WARNING	8	16	8	12



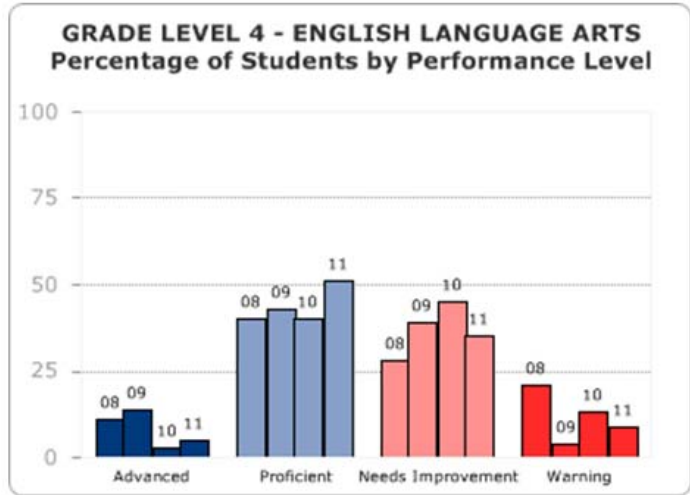
GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	14	2	22	24
PROFICIENT	34	33	36	32
NEEDS IMPROVEMENT	36	42	28	26
WARNING	16	22	14	18



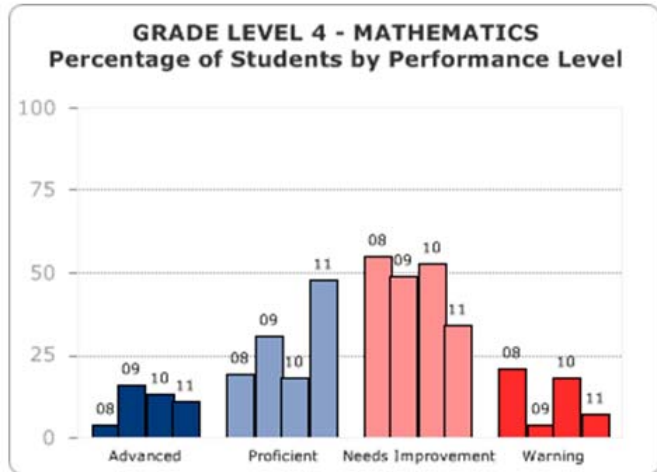
GRADE 05 - SCIENCE AND TECH/ENG				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	8	9	8	12
PROFICIENT	16	31	32	32
NEEDS IMPROVEMENT	58	38	50	41
WARNING	18	22	10	15



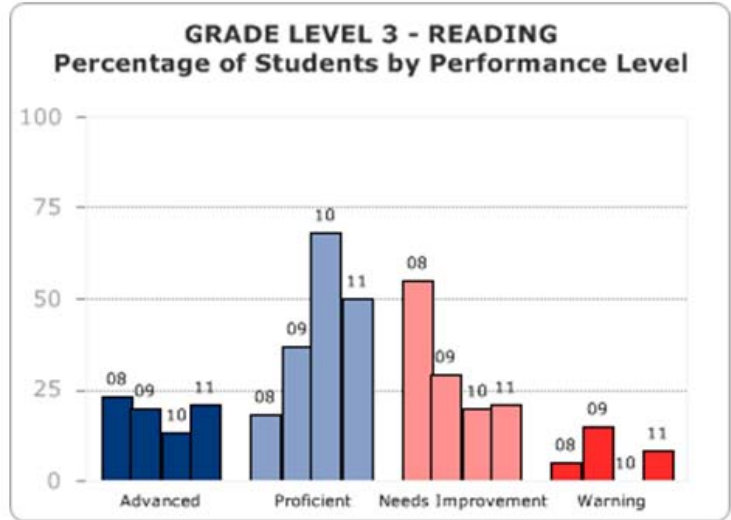
GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	11	14	3	5
PROFICIENT	40	43	40	51
NEEDS IMPROVEMENT	28	39	45	35
WARNING	21	4	13	9



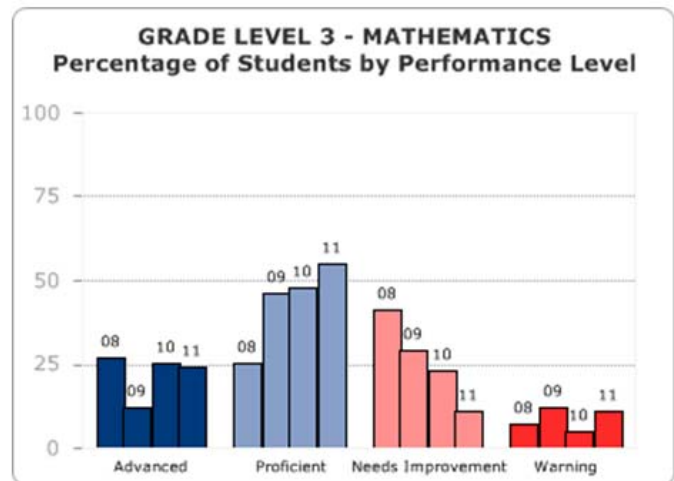
GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	4	16	13	11
PROFICIENT	19	31	18	48
NEEDS IMPROVEMENT	55	49	53	34
WARNING	21	4	18	7



GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	23	20	13	21
PROFICIENT	18	37	68	50
NEEDS IMPROVEMENT	55	29	20	21
WARNING	5	15	0	8



GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	27	12	25	24
PROFICIENT	25	46	48	55
NEEDS IMPROVEMENT	41	29	23	11
WARNING	7	12	5	11



ADEQUATE YEARLY PROGRESS INFORMATION (2010)

(Source: Department of Elementary and Secondary Education)

2011 Adequate Yearly Progress (AYP) Data - Summary

[Summary Data](#) | [Detailed Data](#)

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 1	No Change
MATHEMATICS	Improvement Year 1 - Subgroups	On Target

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
Aggregate	Yes	99	No	85.4	No	0.8	Yes	95.4	No
Lim. English Prof.	-	-	-	85.4	-	-	-	-	-
Special Education	-	-	-	74.2	-	-	-	-	-
Low Income	Yes	100	No	80.7	Yes	2.4	Yes	95.0	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	72.9	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	87.5	Yes	0.7	Yes	95.6	Yes
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	No	85.8	Yes	5.0	Yes	95.4	Yes
Lim. English Prof.	-	-	-	82.3	-	-	-	-	-
Special Education	-	-	-	72.7	-	-	-	-	-
Low Income	Yes	100	No	78.5	Yes	3.5	Yes	95.0	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	68.8	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	89.5	Yes	5.9	Yes	95.6	Yes

		Adequate Yearly Progress History									NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	No	Yes	Yes	No	No	Improvement Year 1	
	All Subgroups	Yes	Yes	Yes	No	Yes	Yes	No	Yes		
MATH	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Improvement Year 1 - Subgroups	
	All Subgroups	Yes	Yes	-	No	Yes	Yes	No	Yes		

Avery School Council Parent Survey 2011 Results

Every two years the Avery School Council distributes a survey to our parents/guardians. Your responses will be carefully analyzed and used to develop our School Improvement Plan for the next two years.

We appreciate your taking the time to answer these questions, and ask that you please complete the survey by Friday, March 4, 2011. If you would prefer, the survey may be completed online. You will find the link on the Avery School website. To reach the survey, go to www.dedham.k12.ma.us, click on Our Schools, and then click on Avery School. The link to the survey is above the picture of the Avery School.

1. Please indicate your child/children's) grade(s).

Grade

Child 1 _____

Child 2 _____

Child 3 _____

2. How long have you lived in Dedham? _____

3. How long have you had children attending the Avery School? _____

4. Have you read the current School Improvement Plan?

Yes No

READING/WRITING

Please rate on a scale of 1-4.

1- Not at all

2-some of the time

3- Often

4- Consistently

I am pleased with the reading instruction my child is receiving.

1 2 3 4

I feel teachers know my child's reading ability.

1 2 3 4

I am pleased with the writing instruction my child receives.

1 2 3 4

I feel the teachers know my child's writing ability.

1 2 3 4

I am pleased with the home/school communication in the area of the reading/writing.

1 2 3 4

MATH

Please rate on a scale of 1 - 4.

1 - Not at all

2 - Some of the time

3 - Often

4 - Consistently

I am pleased with the Everyday Math program (Gr. 1-5)

1 2 3 4

I am pleased with the use of technology software, such as, Acuity(Gr. 3-5), Fastt Math(Gr.2-5) to support math instruction in school.

1 2 3 4

I am pleased with the home/school communication in the area of math.

1 2 3 4

My child has used FASTTMATH at home.

1 time per week 1-2 times per week 3-4 times per week never

TECHNOLOGY

Please rate on a scale of 1 – 4.

1 – Not at all 2 – Some of the time 3 – Often 4 – Consistently

I am pleased with the technology available to my child.

1 2 3 4 Unsure of technology available

I am pleased with the instruction my child is receiving in technology.

1 2 3 4

I am familiar with the Acceptable Use Policy of the DPS.

Yes No

My child is aware of internet safety rules.

Yes No

Do you have a home computer with internet access?

Yes No

ACHIEVEMENT

Please rate on a scale of 1 – 4.

1 – Not at all 2 – Some of the time 3 – Often 4 – Consistently

My child is appropriately challenged by his or her school work this year.

1 2 3 4

My child's teachers have high standards for student achievement.

1 2 3 4

Teachers keep me informed of my child's progress.

1 2 3 4

Teachers communicate learning expectations clearly to students.

1 2 3 4

Teachers communicate learning expectations clearly to parents.

1 2 3 4

The school offers a variety of support to raise student achievement.

1 2 3 4

SCHOOL CLIMATE

Please rate on a scale of 1 – 4.

1 – Not at all 2 – Some of the time 3 – Often 4 – Consistently

My child feels safe at school.

1 2 3 4

My child enjoys coming to school.

1 2 3 4

My child has friends at school.

1 2 3 4

My child feels safe at recess.

1 2 3 4

School rules and expectations are communicated clearly to students.

1 2 3 4

School rules and expectations are communicated clearly to parents.

1 2 3 4

School staff is consistent in enforcing school rules.

1 2 3 4

I feel welcome to participate in school activities and special events.

1 2 3 4

The children at Avery school demonstrate an acceptable level of respect for individual differences.

1 2 3 4

SCHOOL FACILITY

Please rate on a scale of 1 – 4.

1 – Not at all 2 – Some of the time 3 – Often 4 – Consistently

I feel Avery School is a clean and sanitary environment.

1 2 3 4

I feel Avery is a well-maintained building.

1 2 3 4

I feel the school building promotes learning.

1 2 3 4

School staff works to make the school building look inviting and interesting.

1 2 3 4

LEADERSHIP

Please rate on a scale of 1 – 4.

1 – Not at all 2 – Some of the time 3 – Often 4 – Consistently

The principal communicates high standards for student achievement.

1 2 3 4

The principal works to create an atmosphere of mutual trust and respect between staff and students.

1 2 3 4

The principal views student learning as a partnership between school and home.

1 2 3 4

I feel comfortable contacting the school principal about concerns, questions, or ideas.

1 2 3 4

The principal communicates effectively with parents in a variety of methods.

1 2 3 4

The principal cares about my child and is interested in his or her success.

1 2 3 4

COMMUNICATION

Please rate on a scale of 1 – 4.

1 – Not at all 2 – Some of the time 3 – Often 4 – Consistently

I feel that I receive adequate school-wide communication from the school about current events and activities.

1 2 3 4

I feel it is important to get a newsletter from my child's classroom teacher.

1 2 3 4

I feel that I receive adequate communication from my child's teacher about classroom expectations, activities and events.

1 2 3 4

I am familiar with the use of Blackboard for home/school communication.

Not at all Somewhat familiar Very familiar

Have you used the Avery School website?

Yes No

Does your child routinely do homework?

Yes No

Average time spent on homework each night_____

Please list some of the strengths of the Avery School below.



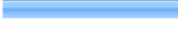
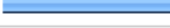
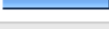
Please list some of the changes you feel would improve the Avery School.
(curriculum, instruction, environment, communication, etc.)

Please use the following space to elaborate on any issues raised in this survey or to share your further views.

Thank you for taking the time to complete this survey. We appreciate your input.

Avery School Council Parent Survey 2011 Results

j. Please indicate your child/children's grade(s): (Choose one or more)

		Response Percent	Response Count
1		25.2%	22
2		28.6%	24
3		23.8%	20
4		22.6%	19
5		14.3%	12
		answered question	84
		skipped question	3


2. How long have you lived in Dedham?

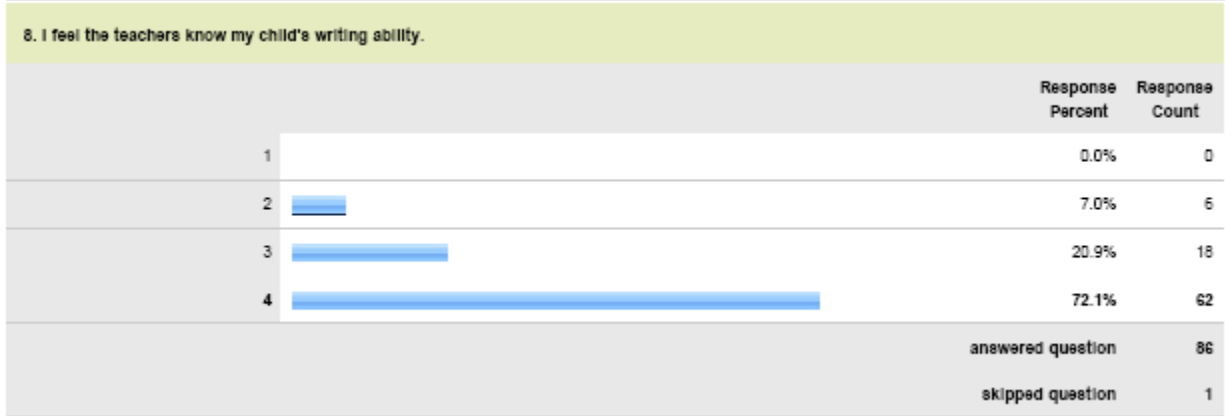
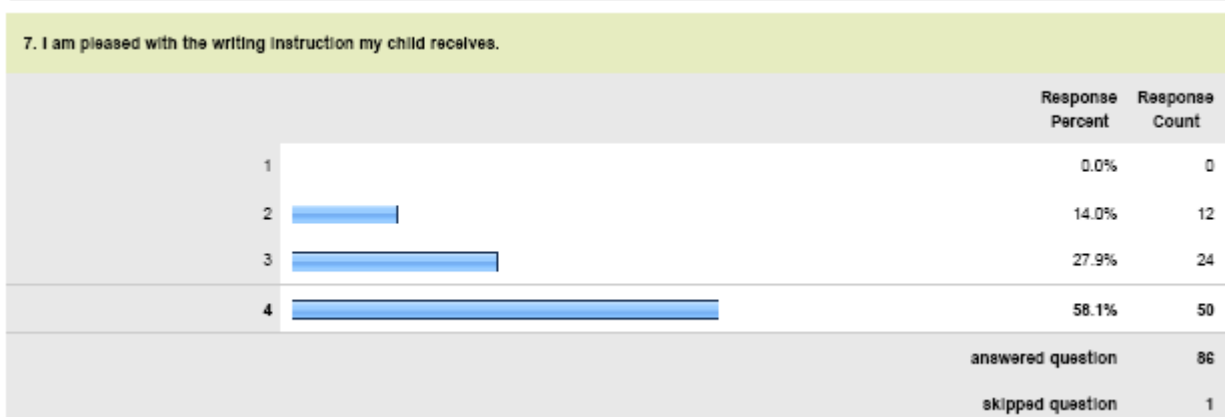
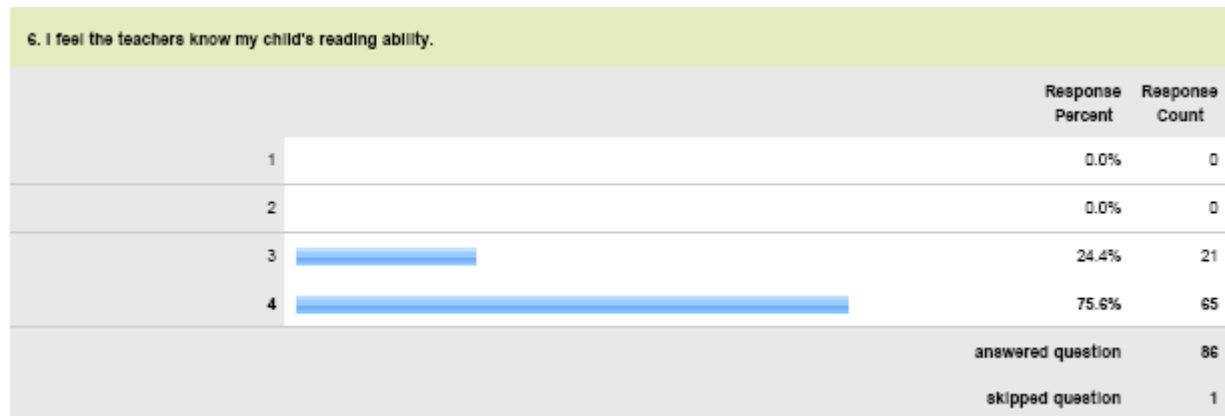
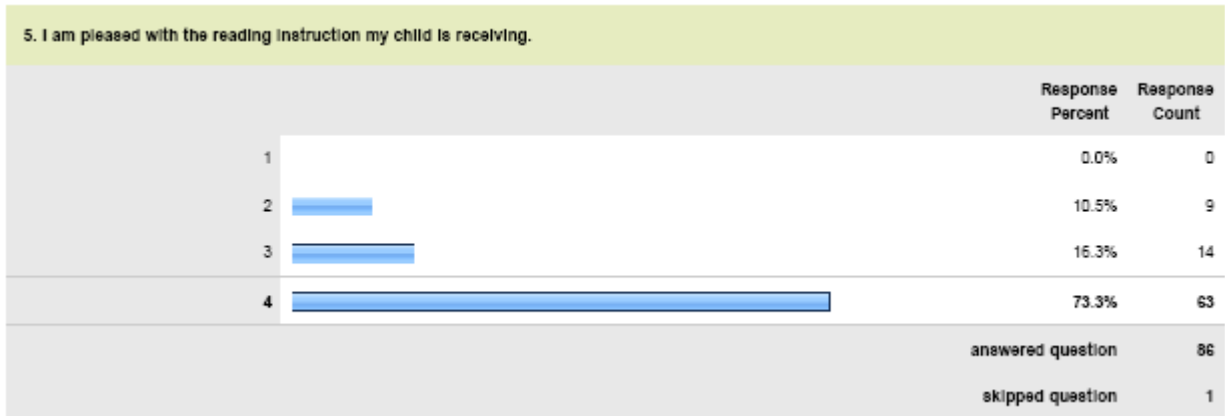
	Response Count
	86
answered question	86
skipped question	1

3. How long have you had children attending the Avery School?

	Response Count
	86
answered question	86
skipped question	1

4. Have you read the current School Improvement Plan?

		Response Percent	Response Count
Yes		41.5%	34
No		58.5%	48
		answered question	82
		skipped question	5



9. I am pleased with the home/school communication in the area of the reading/writing.

		Response Percent	Response Count
1		3.5%	3
2		3.5%	3
3		32.9%	28
4		60.0%	51

Comments 4

answered question 85

skipped question 2

10. I am pleased with the Everyday Math program(Gr. 1-5)

		Response Percent	Response Count
1		3.6%	3
2		9.5%	8
3		25.0%	21
4		61.9%	52

answered question 84

skipped question 3





11. I am pleased with the use of technology software, such as Acuity (Gr.3-5), Fastt Math (Gr.2-5) to support math instruction in school.

		Response Percent	Response Count
1		1.3%	1
2		1.3%	1
3		23.7%	18
4		73.7%	56

answered question 76

skipped question 11

12. I am pleased with the home/school communication in the area of math.





		Response Percent	Response Count
1		1.2%	1
2		10.6%	9
3		28.2%	24
4		60.0%	51

Comments 7

answered question 85

skipped question 2





13. My child has used FASTTMATH at home.

		Response Percent	Response Count
1 time per week		26.3%	20
1-2 times per week		15.8%	12
3-4 times per week		11.8%	9
never		46.1%	35

answered question 76

skipped question 11

14. I am pleased with the technology available to my child.

		Response Percent	Response Count
1		0.0%	0
2		9.5%	8
3		22.6%	19
4		42.9%	36
Unsure of technology available		25.0%	21

answered question 84

skipped question 3

15. I am pleased with the instruction my child is receiving in technology.			
		Response Percent	Response Count
1		1.4%	1
2		12.3%	9
3		32.9%	24
4		53.4%	39
answered question			73
skipped question			14

16. I am familiar with the Acceptable Use Policy of the DPS.			
		Response Percent	Response Count
Yes		62.5%	50
No		37.5%	30
answered question			80
skipped question			7

17. My child is aware of Internet safety rules.			
		Response Percent	Response Count
yes		85.2%	69
no		14.8%	12
answered question			81
skipped question			6

18. Do you have a home computer with Internet access?			
		Response Percent	Response Count
yes		92.9%	79
no		7.1%	6
Comments			6
answered question			85
skipped question			2

19. My child is appropriately challenged by his or her school work this year.

	Response Percent	Response Count
1	2.4%	2
2	11.0%	9
3	34.1%	28
4	52.4%	43
answered question		82
skipped question		5

20. My child's teachers have high standards for student achievement.

	Response Percent	Response Count
1	0.0%	0
2	4.9%	4
3	24.4%	20
4	70.7%	58
answered question		82
skipped question		5

21. Teachers keep me informed of my child's progress.

	Response Percent	Response Count
1	0.0%	0
2	7.1%	6
3	17.9%	15
4	75.0%	63
answered question		84
skipped question		3

22. Teachers communicate learning expectations clearly to students.

	Response Percent	Response Count
1	0.0%	0
2	6.0%	5
3	29.8%	25
4	64.3%	54
answered question		84
skipped question		3

23. Teachers communicate learning expectations clearly to parents.

	Response Percent	Response Count
1	0.0%	0
2	14.1%	12
3	21.2%	18
4	64.7%	55
answered question		85
skipped question		2





24. The school offers a variety of support to raise student achievement.

	Response Percent	Response Count
1	0.0%	0
2	9.4%	8
3	34.1%	29
4	56.5%	48
Comments		7
answered question		85
skipped question		2


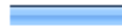

25. My child feels safe at school.

	Response Percent	Response Count
1	2.4%	2
2	9.5%	8
3	16.7%	14
4	71.4%	60
answered question		84
skipped question		3





26. My child enjoys coming to school.

		Response Percent	Response Count
1		2.4%	2
2		7.1%	6
3		28.6%	24
4		61.9%	52
		answered question	84
		skipped question	3




27. My child has friends at school.

		Response Percent	Response Count
1		0.0%	0
2		8.2%	7
3		15.3%	13
4		76.5%	65
		answered question	85
		skipped question	2

28. My child feels safe at recess.

		Response Percent	Response Count
1		1.2%	1
2		9.5%	8
3		25.0%	21
4		64.3%	54
		answered question	84
		skipped question	3

29. School rules and expectations are communicated clearly to students.

		Response Percent	Response Count
1		0.0%	0
2		3.5%	3
3		11.8%	10
4		84.7%	72
		answered question	85
		skipped question	2

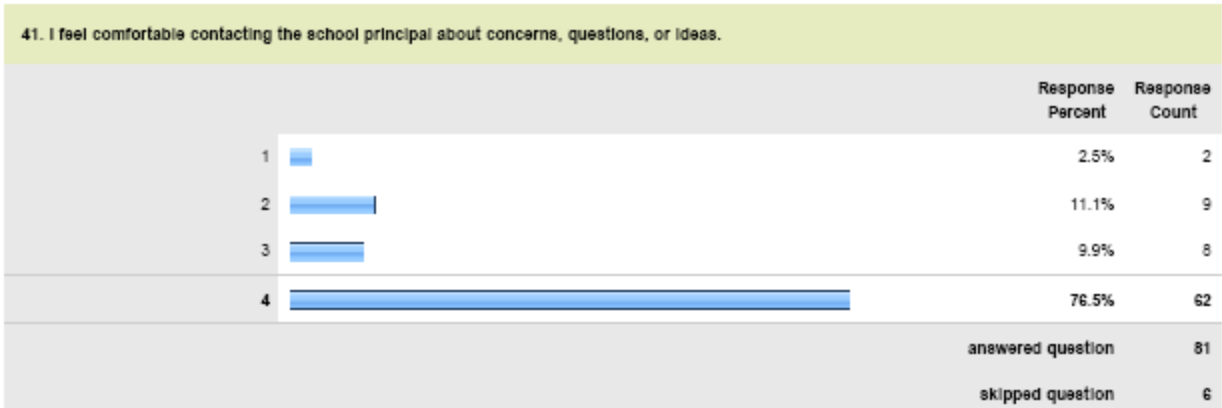
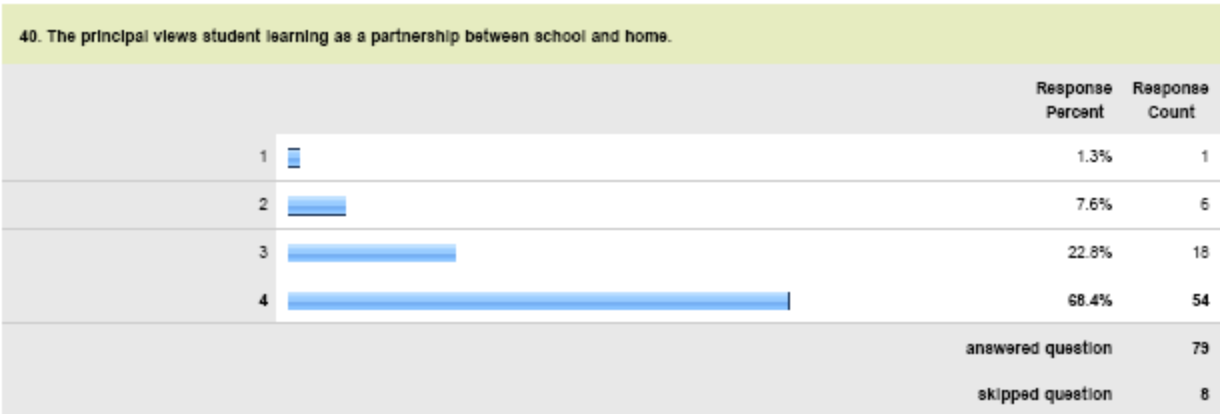
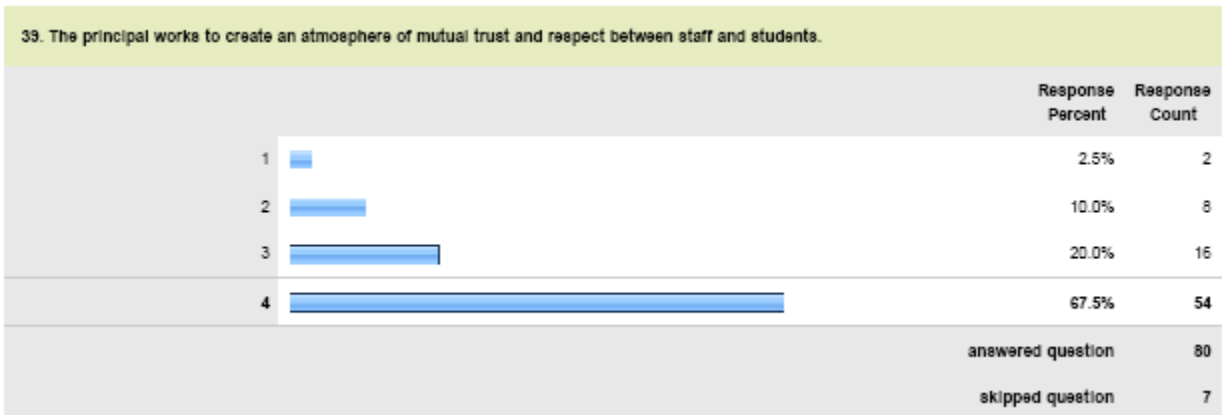
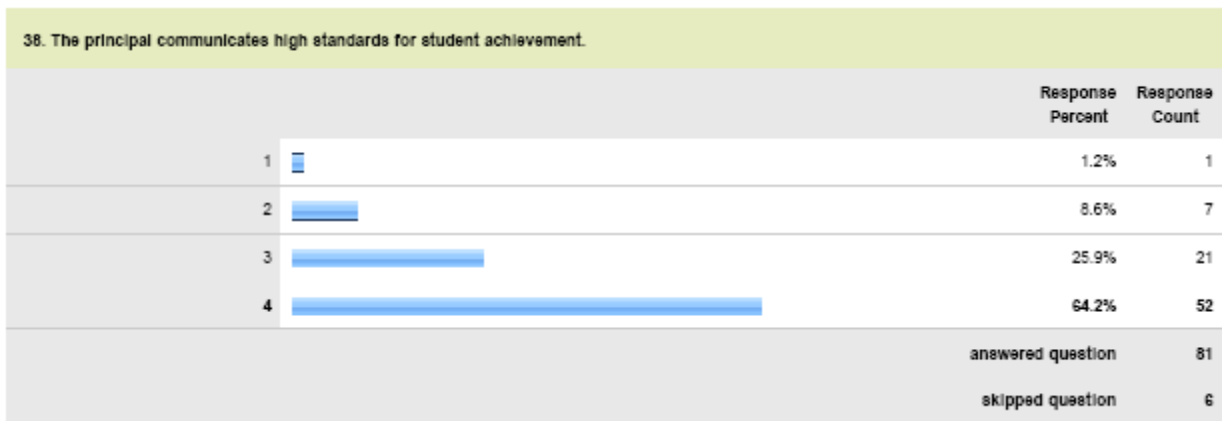
30. School rules and expectations are communicated clearly to parents.			
		Response Percent	Response Count
1		0.0%	0
2		7.1%	6
3		17.6%	15
4		75.3%	64
answered question			85
skipped question			2
31. School staff is consistent in enforcing school rules.			
		Response Percent	Response Count
1		0.0%	0
2		9.9%	8
3		25.9%	21
4		64.2%	52
answered question			81
skipped question			6
32. I feel welcome to participate in school activities and special events.			
		Response Percent	Response Count
1		3.5%	3
2		5.9%	5
3		12.9%	11
4		77.6%	66
answered question			85
skipped question			2
33. The children at Avery School demonstrate an acceptable level of respect for individual differences.			
		Response Percent	Response Count
1		2.4%	2
2		16.9%	14
3		27.7%	23
4		53.0%	44
answered question			83
skipped question			4

34. I feel Avery School is a clean and sanitary environment.			
		Response Percent	Response Count
1		6.0%	5
2		21.7%	18
3		37.3%	31
4		34.9%	29
answered question			83
skipped question			4

35. I feel Avery is a well-maintained building.			
		Response Percent	Response Count
1		13.9%	11
2		26.6%	21
3		27.8%	22
4		31.6%	25
answered question			79
skipped question			8

36. I feel the school building promotes learning.			
		Response Percent	Response Count
1		6.3%	5
2		12.7%	10
3		38.0%	30
4		43.0%	34
answered question			79
skipped question			8

37. School staff works to make the school building look inviting and interesting.			
		Response Percent	Response Count
1		2.5%	2
2		11.3%	9
3		35.0%	28
4		51.3%	41
answered question			80
skipped question			7



42. The principal communicates effectively with parents in a variety of methods.

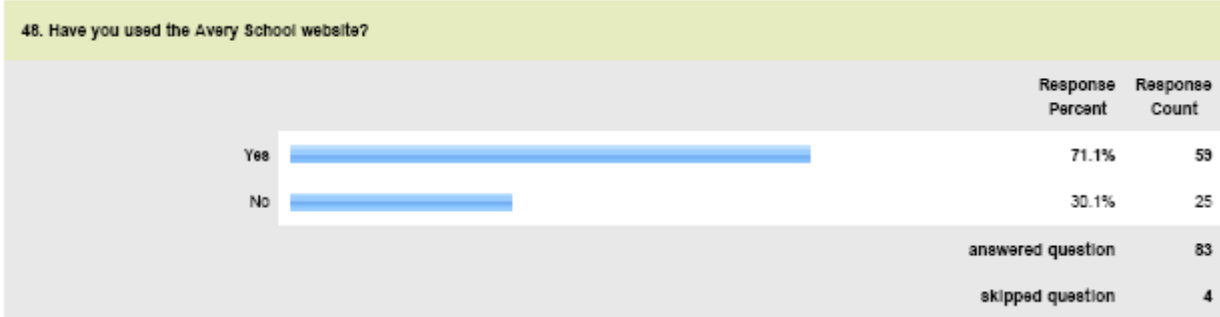
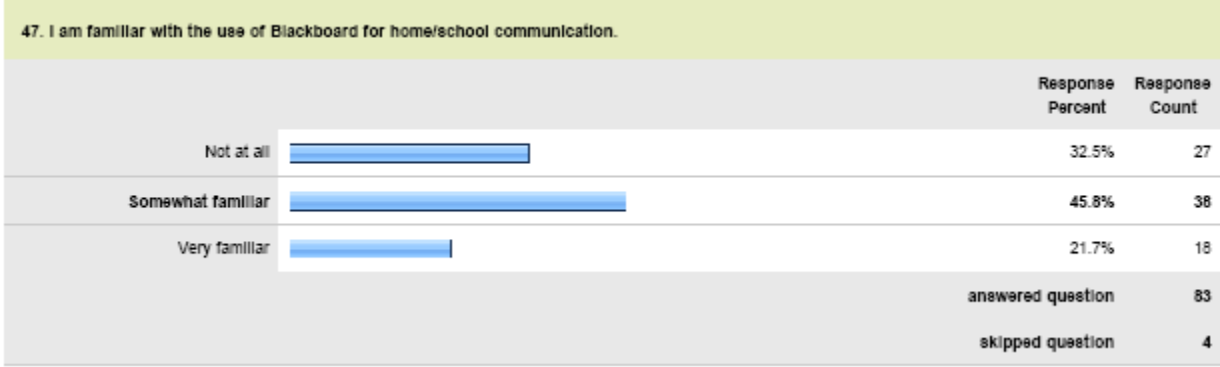
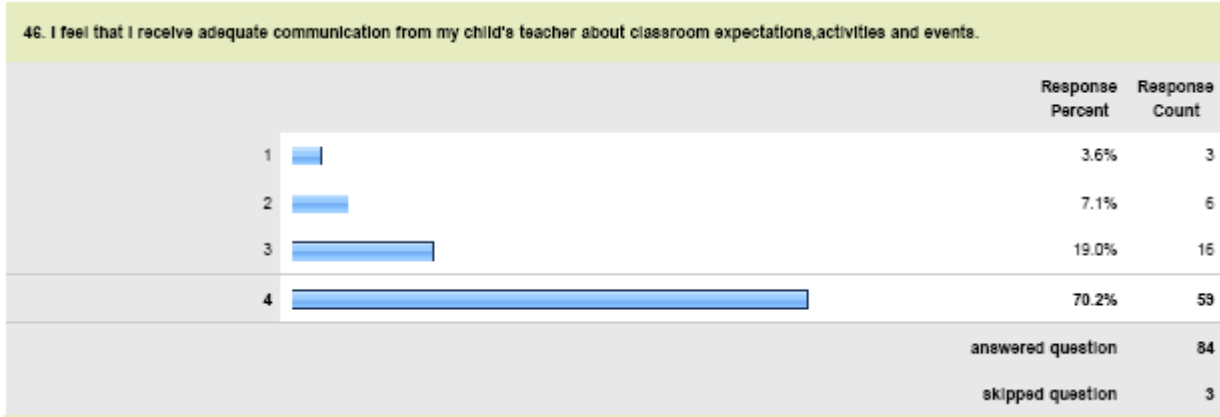
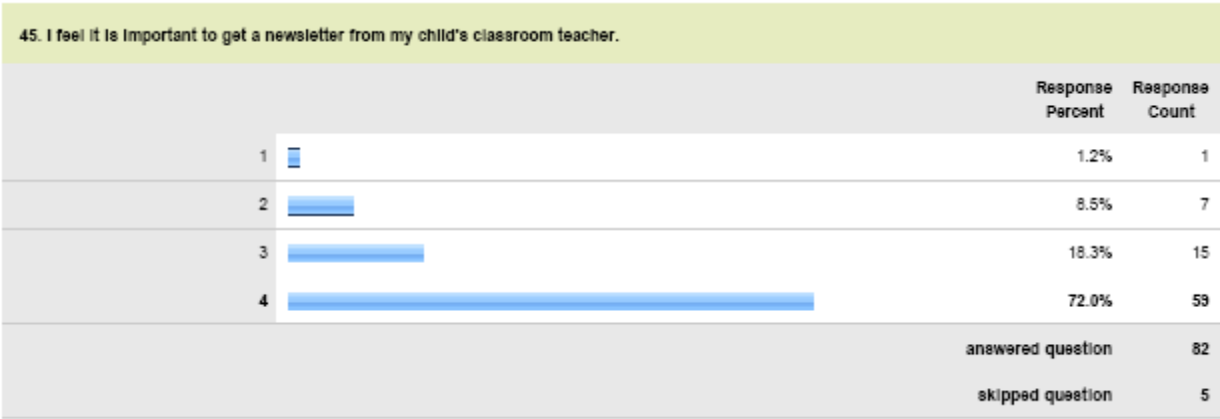
		Response Percent	Response Count
1		3.7%	3
2		15.9%	13
3		17.1%	14
4		63.4%	52
		answered question	82
		skipped question	5

43. The principal cares about my child and is interested in his or her success.

		Response Percent	Response Count
1		0.0%	0
2		12.2%	10
3		18.3%	15
4		69.5%	57
		Comment	5
		answered question	82
		skipped question	5

44. I feel that I receive adequate school-wide communication from the school about current events and activities.

		Response Percent	Response Count
1		1.2%	1
2		11.9%	10
3		21.4%	18
4		65.5%	55
		answered question	84
		skipped question	3



43. Does your child routinely do homework?

	Response Percent	Response Count
Yes	98.8%	83
No	1.2%	1
answered question		84
skipped question		3