

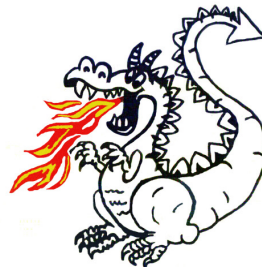
STOUGHTON PUBLIC SCHOOLS
JOSEPH R. DAWE, JR. ELEMENTARY SCHOOL
School Improvement Plan
2013 – 2014 School year

School Council Members

David Barner - Principal
Melissa Nelson - Parent
Amy Saraiva - Assistant Principal/Teacher
Ferisha Seemungal - Parent
Cassandra Thibeault - Teacher
Jeanne Curtis – Community Representative

Mission Statement

*We commit to excellence in intellectual, physical, social, and emotional development.
We respect individual differences and strive to reach our full potential.*



Core Beliefs

Diversity

*Accept and appreciate all members of our community.
Develop and provide relevant instruction that meets the unique and special learning needs of a diverse student population.*

Respect and Responsibility

Respect myself and others. Be responsible by making good choices. Be ready to learn everyday. Practice empathy by showing I understand how others feel.

Achievement

Commit to excellence in all areas of academics, and encourage high expectations for all.

Goals

Set goals to develop lifelong learners and the well-being of each individual.

Opportunities

Create opportunities for communication and collaboration among teachers, parents, and the community to promote a high level of involvement to ensure No Child is Left Behind.

Never give up!

Never give up my desire to be successful.

Safety

*Commit to providing a safe and secure learning environment.
Commit to proactive discipline with clear expectations.*

School Profile

The Joseph R. Dawe, Jr. Elementary School has a diverse kindergarten through fifth grade student population of approximately 370 students. For the 2013-2014 school year, there will be three classes in kindergarten, grade one, three, and four. There will be four classes in grade two and five. Class sizes range from 17 to 23 students.

In addition to the regular education classrooms from kindergarten through fifth grade, there are two substantially separate Therapeutic Learning Center (TLC) classrooms that house students from across the district. The TLC program is designed for students with significant special needs that fall within the PDD/autism spectrum. The TLC II class services students from kindergarten through second grade. The TLC III student population is comprised of students from third through fifth grade. Students in the TLC program often require support services in areas such as speech/language, occupational therapy, physical therapy, and counseling. Although the TLC classrooms are substantially separate programs, many of the students from these programs spend time within the instructional day in our regular education classrooms and integrate for special subjects.

In addition to the twenty regular education teachers in kindergarten through fifth grades, there are two special education teachers, one and a half reading teachers, a full-time guidance counselor, a .5 adjustment counselor, and a full-time nurse. Special subject teachers for art, music, physical education, and computers are .8 and a full-time library assistant complete the instructional staff.

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2012-13)			
Race	% of School	% of District	% of State
African American	18.8	18.5	8.6
Asian	7.0	4.5	5.9
Hispanic	9.9	6.0	16.4
Native American	0.0	0.1	0.2
White	61.4	68.8	66.0
Native Hawaiian, Pacific Islander	0.3	0.2	0.1
Multi-Race, Non-Hispanic	2.7	1.9	2.7

Enrollment by Gender (2012-13)			
	School	District	State
Male	210	1,956	489,289
Female	163	1,797	465,484
Total	373	3,753	954,773

	School	District	State
Total # of Teachers	29.9	290.1	70,635.8
% of Teachers Licensed in Teaching Assignment	100.0	100.0	97.5
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	12.5 to 1	12.9 to 1	13.5 to 1

Fifty-three students utilize special education services. This represents approximately 16% of our student population and includes students from across the district enrolled in the TLC programs. If the students in the TLC programs were removed from the calculation of students, the percentage of students drops to 12%. Approximately 2% of students currently have Section 504 Plans. 4% have been identified as Limited English Proficient (LEP).

113 students currently qualify for and receive free or reduced lunch. This represents approximately 30% of the students enrolled at the Dawe School. This is an increase of 4% from last year.

The Dawe School believes in the importance of frequent communication with the parents and guardians of our students. We also encourage parents to play an active role in their children's education. Letters to parents, notices or reminders of upcoming events, monthly calendar, website calendar, OneCallNow calls and emails, and our newsletter are utilized to keep parents informed of special activities or events and to promote regular communication with parents throughout the school year. Parents are encouraged to communicate regularly with their children's teachers and to meet with them, as needed, during the school year. We also encourage

parents to serve in a number of volunteer roles within our classrooms and the school.

The Dawe School is most fortunate to have a very active Parent-Teacher Organization that works very hard to support our students, staff, and school. The P.T.O. has enriched our school environment in many ways by providing additional resources for teachers, cultural presentations, field trips, after-school programs, enrichment programs, and family activities throughout the school year.

Overview of Performance Indicators

Grade and Subject	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning/Failing	Students Included	CPI	SGP	Included in SGP
GRADE 03 - READING	67	13	54	28	6	69	85.9	N/A	N/A
GRADE 03 - MATHEMATICS	62	16	46	32	6	69	85.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	69	25	44	25	6	52	85.1	76.0	52
GRADE 04 - MATHEMATICS	57	21	36	40	4	53	84.0	45.0	53
GRADE 05 - ENGLISH LANGUAGE ARTS	83	16	67	11	7	76	91.8	42.0	74
GRADE 05 - MATHEMATICS	58	32	26	34	8	76	82.9	40.5	74
GRADE 05 - SCIENCE AND TECH/ENG	60	11	49	34	7	76	83.6	N/A	N/A
ALL GRADES -	73	17	56	20	6	197	87.9	51.5	126

ENGLISH LANGUAGE ARTS									
ALL GRADES - MATHEMATICS	59	23	36	35	6	198	84.1	41.0	127
ALL GRADES - SCIENCE AND TECH/ENG	60	11	49	34	7	76	83.6	N/A	N/A

Current class sizes and the impact of class size on student performance

Teachers, parents, and administrators agree that class size has a significant impact not only on the learning that goes on in our classrooms but on the student behaviors and attitudes as well. A classroom is rooted in communication and interaction between teacher and student. As the number of students who must “share” a teacher decreases, the amount of communication increases. Smaller class size promotes a classroom atmosphere that is more affective and a learning environment that is more effective.

The Dawe School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act of 1993, increases the diversity of skills, abilities, and learning styles found in an individual classroom. The policy of inclusion, which aims to keep students with special needs in the regular classroom, creates additional challenges for classroom teachers. In such a setting, smaller class size is especially important for both teacher and student for the following reasons:

1. Teachers have more time to provide direct instruction to students.
2. Students are able to participate more frequently.
3. Teachers have better knowledge of students resulting in fewer behavior incidents and the ability to better meet each student’s needs.
4. Teachers have the opportunity for more frequent and more meaningful conferencing with students.
5. Students receive more frequent feedback on their performance and more individualized instruction to meet their needs.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

Recommendations:

1. Primary grade classes, K and 1, that range in size from 17 to 21.
2. Primary grade classes, 2 and 3, that range in size from 18 to 23.
3. Intermediate classes, 4 and 5, that range in size from 18 to 23.

4. In determining class size, consideration should be given to the inclusion of those students who have substantial needs as identified by an Individual Education Program (IEP).
5. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained.

Student-to-teacher ratios

Current student teacher ratios on average: grades K-2 are 18.5: 1 and grades 3-5 are 17.9: 1

Ratios of students to other supportive adult resources

The total student enrollment is currently 371. The total number of support staff (reading (1.5), special education inclusion (2), occupational therapists (1), physical therapist (1) and speech therapist (1.4), art (.9), music (.9), computers (.9), library assistant (1) and physical education (.9), adjustment counselor (.8) and guidance counselor (1), is 12.4.

At this time, no plan is needed for reducing class size.

2013 – 2014 ACTION PLANS

Element 1: Professional Development

Professional Development Self Assessment Results

Based on the Conditions for School Effectiveness summary, strengths in professional development include monthly opportunities for staff to attend district-based offerings, alignment with standards for school performance and student achievement, and frequent evaluation of the programs by staff to determine their effectiveness. A high priority concern included the lack of opportunity for teacher- to-teacher training within the district. This practice has resulted in benefits for educators who are still solidifying classroom management techniques along with strategies necessary to implement the curriculum effectively.

Professional Development SMART Goal: Implement peer observations that would be mandatory for all teachers with less than 6 years of teaching experience and voluntary for teachers with 6 or more years experience.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. One day per week will be selected for peer observations.	Time	Principal	September 23, 2013- May 31, 2014
2. District will approve one substitute, one day per week. Secretary will reserve substitute.	28 Weeks, \$75 per day, Total: \$2100	Asst. Supt., Secretary	Before September 1, 2013
3. Principal will mandate teachers with less than six years of teaching experience at least one day to observe other teachers throughout the district.	Time	Principals, Teachers	September 23, 2013- May 31, 2014
4. Teachers with six or more years of experience will voluntarily observe other teachers throughout the district.	Time	Principals, Teachers	September 23, 2013- May 31, 2014

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Element 2: Enhancement of Parental Involvement

Parent Involvement Self Assessment Results

Currently the Dawe School offers many opportunities for families to become involved in their child's school experience including Back to School night, classroom volunteerism, Parent/Teachers Organization and multiple events requiring volunteers or chaperones. Based on the data from the Ready School Assessment, the school scored 3.21 out of 4.00 of Family, School, and Community Partnerships, specifically in the Family Involvement and Outreach Category with scores of 2.75 and 2.85 respectively.

Enhancement of Parental Involvement SMART Goal: Collaborate with the P.T.O. to increase parent participation in P.T.O. meetings, Back-to-School Night, and one curriculum-based parent education event.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Meet with PTO Executive Board, General Membership, Dawe School staff, and Parent Engagement Liaison to develop a plan for increasing parental involvement.	Time	PTO, Principal, Staff, Parent Liaison, Parents	September and October 2013
2. Review of PTO meeting agenda and topics to determine specific ways to increase parent attendance.	Time	PTO, Principal, Staff, Parent Liaison, Parents	September and October 2013
3. At least one curriculum night will be offered for parents.	\$300 to fund family incentives for attending	PTO, Principal, Staff, Parent Liaison, Parents	Before June 2014
4. Parent Engagement Liaison will prepare Welcome Kits for all new kindergarten families and families new to the school throughout the year.	\$400	PTO, Principal, Staff, Parent Liaison, Parents	September 1, 2013-June 30, 2014
5. Find or write a Parent Survey to gain input for the parent population.	Time	PTO, Principal, Staff, Parents	Before December 2013

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Element 3: School Safety and Discipline

School Safety and Discipline Self Assessment Results

At this time the Dawe School maintains a Crisis Response Team consisting of eight members including the principal, assistant principal and staff members. School safety plans are in place for specific drills such as shelter-in-place, quick entry, and fire drills. Members of the team have reviewed them frequently. In order to better equip the school, the procedures will be documented for all teachers to have. A flow chart delegating specific responsibilities to each member of the Crisis Team will be created.

School Safety and Discipline SMART Goal: Document the school safety plan, practices, drills, and procedures.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Create Crisis Response Team Organization Chart.	Time	Principal, Crisis Team	June 30, 2014
2. Document and distribute school safety procedures.	Time	Principal, Crisis Team	June 30, 2014

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Element 4: School Environment

School Environment Self Assessment Results

Based on the results of the 2012 Ready School Assessment, “Respecting Diversity” was identified as an area for development. The 2012 rating was 3.26/4.00 warranting the development of two more school-wide diversity appreciation initiatives.

School Environment SMART Goal: Implement two school wide diversity initiatives developed by the Dawe Diversity Team.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Collaborate with the Dawe School Diversity Committee to develop and implement two school-wide diversity appreciation activities.	Time	Principal, Dawe School Diversity Committee	September 1, 2013-June 30, 2014
2. Utilize time during monthly staff meetings to discuss school-wide diversity initiatives.	Time	Principal, Dawe School Diversity Committee	September 1, 2013-June 30, 2014

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Element 5: Extra – Curricular Activities

Extra – Curricular Activities Self Assessment Results

This year, the Dawe School created a Homework Club to strengthen academic skills, reinforce concepts taught by teachers, develop student responsibility and accountability, and promote a positive attitude toward homework completion. It was designed to meet the needs of students in grades 3-5, who have difficulty completing homework or may lack the resources at home to help them. Students were eligible for the club based on a teacher referral system. Teachers who volunteered to supervise received flex time.

Extra – Curricular Activities SMART Goal: Expand before/after school Homework Club and implement a minimum of one additional club.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Offer before/after-school homework club to all students in grades 3-5 as a free activity.	Time	Principal, Assistant Principal, Staff, Homework Club Teachers	September 1, 2013-June 30, 2014
2. Offer four one-hour paid stipends of \$25 per session to staff members who are appointed as the Homework Club teacher.	39 weeks / 156 hours \$3900	Assistant Superintendent, Principal, Staff, Homework Club Teachers	September 23, 2013 – June 10, 2014

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Element 6: Diverse Learning Needs

Diverse Learning Needs Self Assessment Results

Dawe School English Language Arts scores on MCAS over the past two years have remained high yet lack evidence of growth.

Diverse Learning Needs SMART Goal: Students receiving reading instruction in the high on-level Walk to Read group will improve reading skills resulting in movement to the above-level group and/or advanced performance on MCAS tests.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Conduct Data Team meetings to group students in the appropriate reading group.	Time	Principal, Reading Teacher, Staff	June 1, 2013 – June 30, 2014
2. Create an environment to accommodate the reading teacher and group.	\$750	Principal, Reading Teacher, Staff	September 1, 2013 – June 30, 2014
3. Review and modify, if needed, periodically throughout the year.	Time	Principal, Reading Teacher, Staff	September 1, 2013 – June 30, 2014
4. Train a regular education teacher to progress monitor strategic intervention.	Time	Principal, Reading Teacher, Staff	September 1, 2013 – June 30, 2014

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Element 7: Other Topic(s) – Mathematics

Self Assessment Results

Analysis of Dawe School mathematics scores relative to specific questions revealed an area in need of explicit instruction.

SMART Goal: Improve computation and problem solving skills.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Collaborate with the AIM team to develop a plan to improve AIMSweb computation scores of students in grade 3, 4, and 5 resulting in an increase of students scoring above the target line.	Time	Principal, AIM Team, Teachers, Staff	September 1, 2013 – May 30, 2013
2. Emphasize a plan including the use of appropriate examples and math vocabulary to explain student thinking when completing problem solving activities.	Time	Principal, AIM Team, Teachers, Staff	September 1, 2013 – June 30, 2013

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Element 8: Other Topic(s) – Technology

Self Assessment Results

The Dawe School is very well equipped with current technology. An area of concern is that students are unable to save their work on our lap top classroom carts or on iPads. Adding equipment that is compatible with Microsoft Office and able to save work will be more efficient.

SMART Goal: Purchase additional hardware to advance technology integration.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Purchase one class cart of Chrome pads that would enable students to use Microsoft Office products and save.	\$10000	Superintendent, Director of Technology, Principal, Teachers	September 1, 2013 – June 30, 2014
2. Purchase classroom response system.	\$1369	Superintendent, Director of Technology, Principal, Teachers	September 1, 2013 – June 30, 2014

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Element 9: Other Topic(s) – Wellness

Self Assessment Results

At this time, the Dawe School offers physical wellness activities through the PTO afterschool enrichment program. This program is offered twice each year, for 1 hour per week, for 6 weeks. Expanding upon the current programming supports the district Wellness Policy and reinforces the need for a healthy lifestyle.

SMART Goal: Develop and offer a before school Wellness Program that would offer physical wellness activities to students at no charge.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Develop before school program design (time, activity, location, materials, advertising, etc.)	Time	Principal, Assistant Principal, Teachers	September 1, 2013 – June 30, 2014
2. Post and hire staff to teach the program.	39 weeks/3 days per week @ \$25/hour = \$2925	Superintendent, Assistant Superintendent, Principal	September 1, 2013 – June 30, 2014
3. Assess success/participation three times during the school year to determine if the program should be revised.	Time	Principal, Teachers	September 1, 2013 – June 30, 2014

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