

**STOUGHTON PUBLIC SCHOOLS  
JOSEPH H. GIBBONS ELEMENTARY SCHOOL  
School Improvement Plan**



**School Council Members**

Lynne Jardin – Principal  
Ken Kalen – Assistant Principal/Teacher  
Suzanne Craig – Parent  
Daniel McGowan – Parent  
Thomas Recupero – Community Member

**Mission Statement**

The mission of the Joseph H. Gibbons Elementary School is to educate our students to the best of our ability and to develop in them a desire to become life-long learners by providing a challenging and stimulating instructional program that emphasizes the worth of each individual and allows the children to experience success academically, socially, and emotionally through a cooperative effort between home, school and community.

## ***Core Values***

The **Gibbons Elementary School** represents and practices the following core values;

# **Generosity, Effort, Safety**

## **School Profile**

The Gibbons School has a diverse population of 382 students ranging from kindergarten to fifth grade. For the 2013 -2014 School year, we anticipate three classes at grade levels K -1 and four classes at grade 5. Class sizes range from 17 – 23 students.

In addition to our regular education population, there are two substantially separate Learning Center (LC -1, LC -2, 3) classrooms that service students from across the district. The LC classrooms were designed for students with cognitive learning delays. The programs serve students from kindergarten to grade 5. The students in these programs require support services in the areas of speech/language, occupational therapy, physical therapy and counseling. The students are integrated with regular education classmates for specials, lunch and where appropriate, for academic instruction.

In addition to our regular education staff, our support staff includes, 2 academic support special education teachers, 1.5 reading teachers, full time guidance counselor, .8 adjustment counselor, full time OT, part time PT and a full time nurse. Special subject teachers for art, music, physical education and technology are .8 and with a full time library assistant which completes the instructional staff.

The enrollment ethnicity breakdown is as follows:

<b>Enrollment by Race/Ethnicity (2012-13)</b>			
<b>Race</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
African American	11.2	18.5	8.6
Asian	3.4	4.5	5.9
Hispanic	3.9	6.0	16.4
Native American	0.0	0.1	0.2
White	77.7	68.8	66.0

<b>Enrollment by Gender (2012-13)</b>			
	School	District	State
Male	209	1,956	489,289
Female	176	1,797	465,484
Total	385	3,753	954,773
Native Hawaiian, Pacific Islander		0.0	0.2
Multi-Race, Non-Hispanic		3.9	1.9

Total # of Teachers	27.6	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	14.0 to 1	12.9 to 1	13.5 to 1

71 students utilize special education services. This represents approximately 18% of our student population and includes students from across the district enrolled in the LC programs. When the students in the LC program are disaggregated from the data, the percentage drops to 14%. 4% of our students are currently on a Section 504 Plan. 2% have been identified as Limited English Proficient (LEP) and 22.1% are eligible for free or reduced lunch.

## Overview of Performance Indicators

MCAS Tests of Spring 2012: Percent of Gibbons Elementary Students at each Performance Level

Grade and Subject	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included	CPI	SGP	Included in SGP
GRADE 03 – READING	64	17	47	26	9	76	84.5	N/A	N/A
GRADE 03 – MATHEMATICS	55	29	26	24	21	76	75.7	N/A	N/A
GRADE 04 – ENGLISH LANGUAGE ARTS	55	19	36	27	18	73	75.3	54.5	72
GRADE 04 – MATHEMATICS	56	14	42	26	18	73	77.1	55.0	72
GRADE 05 – ENGLISH LANGUAGE ARTS	60	21	39	29	11	84	83.6	55.0	82
GRADE 05 – MATHEMATICS	65	27	38	18	17	84	81.0	57.5	82
GRADE 05 – SCIENCE AND TECH/ENG	57	20	37	26	17	84	78.9	N/A	N/A
ALL GRADES – ENGLISH LANGUAGE ARTS	60	19	41	27	12	233	81.3	54.5	154
ALL GRADES – MATHEMATICS	60	24	36	22	18	233	78.0	56.0	154
ALL GRADES – SCIENCE AND TECH/ENG	57	20	37	26	17	84	78.9	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's behavior 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 Gibbons School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act, increases the diversity 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 Plan (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 17: 1 and grades 3-5 are 20:1

### **Ratios of students to other supportive adult resources**

Total student enrollment is currently 382. Total number of support staff: reading (1.5), academic support (2), occupational therapists, physical therapist and speech therapist, art, music, computers, library and physical education, adjustment counselor and guidance counselor.

## 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 active learning communities through Literacy Leadership and AIM Teams, Bill Atwood workshops, and having an in house technology trainer. High priority concerns include the lack of opportunity for teachers to analyze effectiveness of PD, expansion of the use of teacher trainer/coaches in the classroom and AIMSweb training for progress monitoring and utilizing data.*

**Professional Development SMART Goal: Provide PD opportunities to staff on how and when to progress monitor students using AIMS web, how to access data and how to use the data to inform instruction. The goal will be evaluated by reviewing progress monitoring data on a monthly basis.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
<b>1. Schedule training sessions for progress monitoring.</b>	<b>Time, computer lab availability</b>	<b>Tech trainer, reading teacher</b>	<b>September, October 2013</b>
<b>2. Schedule training sessions to review the types of data available through AIMSweb.</b>	<b>Time, computer lab availability</b>	<b>Tech trainer, reading teacher</b>	<b>September, October, November 2013</b>
<b>3. Utilize AIMSweb data to guide data team meetings when planning differentiated instruction or reviewing specific student progress.</b>	<b>Time, AIMSweb data</b>	<b>Principal, Classroom teacher, Reading teacher, academic support center teacher</b>	<b>September 2013, January 2014, May 2014</b>
<b>4. Utilize AIMSweb data to inform parents of progress throughout the year.</b>	<b>AIMSweb data reports</b>	<b>Classroom teacher, reading teacher, academic support center teacher</b>	<b>October 2013, March 2014, June 2014</b>

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**Element 2: Enhancement of Parental Involvement**

**Parent Involvement Self Assessment Results**

*The Gibbons School offers many opportunities for families to become involved in their child’s school experience including Back to School Night, classroom volunteerism, Parent/Teachers Association, School Council, School Assemblies, Field Days and multiple events requiring volunteers or chaperones. Based on the data from the Ready School Assessment, the school scored 2.78 out of 4.00 for Family, School, and Community Partnerships, specifically in the Communication and Outreach Category with scores of 2.71 and 3.25 respectively.*

**Enhancement of Parental Involvement SMART Goal: Increase parent involvement and to provide monthly parent workshops. The goal will be evaluated using attendance sheets to track participation and program evaluation feedback sheets.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
<b>1. The principal, PTA Executive Board and Parent Liaison will develop a plan for increasing parent involvement.</b>	Space	Principal, PTA members, parent liaison, parents	September/October 2013
<b>2. Send reminders and agenda for monthly PTA meetings.</b>	Space, One Call Now	Principal, PTA President	Monthly
<b>3. Parent Liaison will prepare Welcome Kits for all new families throughout the year.</b>	Time, district notices, Gibbons School folder, agenda	Principal, Parent Liaison	September – April 2014
<b>4. Distribute results of School Council parent survey to parents and staff.</b>	One Call Now, paper	Principal	September 2013

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**Element 3: School Safety and Discipline**

**School Safety and Discipline Self Assessment Results**

*The Gibbons School maintains a Crisis Response Team consisting of nine 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. Drills are performed as recommended. In order to better prepare the school, procedures will be updated and documented for the staff and a flow chart delegating specific responsibilities to each member of the Crisis Response Team will be created.*

**School Safety and Discipline SMART Goal: Document and distribute the Crisis Response Teams responsibilities and roles as well as provide the staff with updated safety procedures.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Create Crisis Response Team Organization Chart.	Time	Principal, Crisis Team	October 2013
2. Define roles of Crisis Team Members.	Time	Principal, Crisis Team	October 2013
3. Document and distribute school safety procedures.	Time	Principal, Crisis Team	October 2013
4. Schedule crisis team meetings three times throughout the year	Time	Principal, Crisis Team	Fall 2013, Winter 2014, Spring 2014
5. Schedule ALICE training for staff.	Time	Principal	October 2013

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**Element 4: School Environment**

**School Environment Self Assessment Results**

*One of the strengths of the Gibbons School is the Engaging Environment. Based on the data from Ready School Assessment, in the sub areas of Safety and Health, Materials, and Classroom Climate, we scored 4 out of 4. In the area of Active Learning, we scored 3.4 out of 4. The challenge remains with balancing time for instruction with time to create whole school initiatives that celebrate student achievement in a variety of curricula areas. Students exhibiting social emotional difficulties continue to present a challenge both in and out of the classroom.*

**School Environment SMART Goal: Establish a school-wide approach to deal with distractions that interfere with students’ time on learning. The goal will be evaluated using the tracking sheets and decreased numbers of incident reports.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
<b>1. Introduce a school-wide behavior and consequence guide.</b>	Time	Principal, staff	September 2013
<b>2. Implement a school-wide behavior log/incident report.</b>	Time	Staff, principal	September 2013 – June 2014
<b>3. Collect school-wide incidence data for evaluation in determining internal and external interventions that should be considered.</b>	Time	Principals, Special Education Director, Staff	September 2013 – June 2014
<b>4. Record and analyze grade level data on incidences on a monthly basis to assess new protocol.</b>	Time	Principal, Special Education Director, BSBA, guidance and adjustment counselors, school psychologist, nurse, other SPED staff as needed.	September 2013 – June 2014

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## Element 5: Extra – Curricular Activities

### Extra – Curricular Activities Self Assessment Results

*The Gibbons School continues to provide the following afterschool and at home programs; After School PE program – Dream Team, Chess Club, Homework Clubs, Lexia Reading and Study Island. The challenge with Lexia Reading and Study Island are that they are worked on at home making it difficult for some students to participate or have adult supervision.*

**Extra – Curricular Activities SMART Goal: Develop a modular extended day program to address the academic needs of our students utilizing AIMS web testing to determine growth. The program will be reviewed annually to assess its effectiveness and efficiency.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
<b>1. Offer before school Academic Extended Day to all students in grades 2 -5 in the areas of ELA and math.</b>	<b>Time, funding</b>	<b>Principal, staff</b>	<b>October 2013 – June 2014</b>
<b>2. Offer four one hour stipends of \$25 per session to staff members who are appointed as the Academic Extended Day teachers.</b>	<b>39 weeks/ 156 hours \$3900</b>	<b>Principal, staff</b>	<b>October 2013 – June 2014</b>

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**Element 6: Diverse Learning Needs**

**Diverse Learning Needs Self Assessment Results**

*According to the SPS District Review Report, the Gibbons’ performance is low relative to other elementary schools in Stoughton and its growth is moderate. Between 2009 and 2012 and more recently between 2011 and 2012, the school demonstrated gains in median SGP. Most of the gains were attributable to its performance between 2009 and 2012.*

**Diverse Learning Needs SMART Goal: Analyze spring 2013 MCAS and fall 2013 AIMS web data to identify students in need of additional support to maintain and or increase growth and performance. The goal will be evaluated utilizing student growth data from AIMS web at mid and end of year.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Utilize results of the Data Action Planning Day, in which ELA and math plans will be developed, to guide differentiated instruction.	Time	Principal, staff, Title 1 Specialist, DSAC	September – March 2014
2. Utilize peer teacher trainer to demonstrate effective reading instruction and strategies.	Time	Reading teachers, Academic Support teachers, staff	September – June 2014
3. Utilize peer teacher trainer to demonstrate effective instructional strategies for Move to Math.	Time	Reading teachers, Academic Support teachers, staff	September – June 2014

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## Element 7: Wellness

### Self Assessment Results

*The Gibbons School currently has a Wellness Committee that meets three times a year. It has implemented a walking program at recess, two Walk to School Days and supports the recommendations of the District Wellness Committee.*

**SMART Goal: To partner with the Reebok sponsored, before school physical fitness program BOKS, and utilize the activities during recess. The program will be reviewed annually for effectiveness, participation and carry over into recess time.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
<b>1. Collaborate with Reebok to introduce the BOKS program.</b>	Time, space	Reebok staff, Parent volunteers	September – June 2014
<b>2. Identify parents to receive training as volunteers for the BOKS program.</b>	Time, space	Reebok staff, Parent volunteers	September – June 2014
<b>3. Continue to participate in the Walk to School program with the Massachusetts Department of Transportation.</b>		Principal, staff, parents, students	Fall 2013, Spring 2014

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