

STOUGHTON PUBLIC SCHOOLS
WEST ELEMENTARY SCHOOL
School Improvement Plan
2013-2014 School year



Where Every Student counts!

School Council Members

Margaret Morgan, Principal
Cheri Ferreira, Parent Co-Chair
Debra Cote, Parent
Joanne Curtis, Parent
Karen Murphy, Parent
Margeurite O'Hara, Teacher
Kelly Levesque, Teacher
Marisa Nardo, Teacher
Barbara Pally, Community
Dianne Dolan, Community

West Elementary Mission Statement

The mission of the West Elementary School, a diverse school community, is to provide a safe, nurturing environment of mutual respect; inspiring all children to achieve their academic potential as life-long learners while assuring appropriate social emotional development. Students are valued for their individuality as they are taught to face the future and contribute to society with compassion, courage, knowledge and vision.

West Elementary School Motto

Where
Every
Student
counTs

West Elementary Core Values

RESPECT: yourself

RESPECT: others

RESPECT: your school

School Profile

The West Elementary School has a diverse kindergarten through fifth grade student population of approximately 405 students. For the 2013-2014 school year, there will be four classes in kindergarten and grade two. There will be three classes in grades one, three, four and five. Class sizes range from 16 to 24.

The West School is the magnet school for the district's ELL program; English Language Learners. In addition to the regular education program, students from kindergarten through grade 5 that qualify for ELL services, receive direct services for literacy from certified ELL teachers.

In addition to the twenty regular education teachers in kindergarten through grade five, there are four ELL teachers, two special education teachers, two reading coaches, two math coaches, a full time guidance counselor, a .5 adjustment counselor, and a full time nurse. Special subject teachers for art, music, library and computers are .8 employees. For the 2013-2014 school year physical education will be a full time position. The West School also has a full time Title 1 specialist.

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2012-13)			
Race	% of School	% of District	% of State
African American	22.7	18.5	8.6
Asian	6.3	4.5	5.9
Hispanic	11.1	6.0	16.4
Native American	0.2	0.1	0.2

White	55.4	68.8	66.0
Native Hawaiian, Pacific Islander	0.2	0.2	0.1
Multi-Race, Non-Hispanic	4.1	1.9	2.7

Enrollment by Gender (2012-13)			
	School	District	State
Male	204	1,956	489,289
Female	211	1,797	465,484
Total	415	3,753	954,773

(2012-2013)	School	District	State
Total # of Teachers	34.0	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	12.2 to 1	12.9 to 1	13.5 to 1

51 students utilize special education services. This represents 12% of our student population. Approximately 1% of students currently have Section 504 Plans. 25% of are students receive ELL services; English Language Learners.

257 students currently qualify for and receive free or reduced lunch. This represents 64% of the students enrolled at the West School.

The West School believes the importance of communication with the parents/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 school website, One-Call-Now calls and emails, the Principal’s Message, and class newsletters are utilized 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 West School is fortunate to have an active Parent Teacher Organization that supports our students, staff, and school. The P.T.O. has enriched our school environment in many ways by providing additional resources for teachers, field trips, 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 3 Reading	46	8	38	40	13	52	76.0	N/A	N/A
Grade 3 Mathematics	46	15	31	29	25	52	68.8	N/A	N/A
Grade 4 English Language Arts	21	0	21	58	21	67	61.2	35.0	65
Grade 4 Mathematics	30	6	24	61	9	67	71.3	45.0	65

Grade 5 English Language Arts	55	8	47	40	6	53	81.6	61.0	51
Grade 5 Mathematics	51	19	32	34	15	53	75.9	70.0	51
Grade 5 Science and Tech/Eng	45	11	34	45	9	53	74.5	N/A	N/A
All Grades - English Language Arts	39	5	34	47	14	172	71.9	45.0	116
All Grades – Mathematics	41	13	28	43	16	172	71.9	53.0	116
All Grades – Science and Tech/Eng	45	11	34	45	9	53	74.5	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 West School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act, 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 are able to receive more frequent feedback on the 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: 1 and grades 3-5 are 22: 1

Ratios of students to other supportive adult resources

The total student enrollment is currently 405. The total number of support staff (reading (2), Math (2), special education inclusion (2), occupational therapists (1), physical therapist (.1) and speech therapist (.8), art (.8), music (.8), computers (.8), library assistant (.8) and physical education (.8), adjustment counselor (.5) and guidance counselor (1), is 12.6.

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

2013 – 2014 ACTION PLANS

Element 1: Professional Development

Professional Development Self Assessment Results

Strengths:

- common planning time
- PD offered by the district addresses district initiatives
- time in the school day for BBST, grade level meetings for common planning, and Literacy and AIM team meetings

Challenges:

- PD for ELL strategies in the regular education classroom
- PD for differentiated instruction and assessment
- continued PD in open response writing; math and ELA
- staff understanding of data and how to utilize assessment data to form instruction

Evidence: Analysis of Conditions for School Effectiveness Assessment and Ready Schools Assessment

Professional Development SMART Goal: To provide instructional staff with PD opportunities in the school’s identified areas of weakness; ELL strategies in the regular education classroom; differentiated instruction and assessment; open response writing; math and ELA; understanding of data and how to utilize assessment data to form instruction.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Staff meetings used for sharing of best practices which address identified areas of weakness	Meeting times; technology and materials necessary for presentations	Staff Administration	Monthly meetings throughout the school year
Modeling of effective ELL strategies in the regular education classrooms; with pre and post conferences	Substitutes to allow for team participation	ELL Staff School and District Administration	Scheduled throughout the school year starting in early fall
Bill Atwood working with staff in regards to open response writing; math and ELA	Substitutes Funding for Bill Atwood	School and District Administration	First Trimester of the school year

Sheila Osborne; math and reading coaches working with staff for differentiation of instruction and assessment	Funding for Sheila Osborne and Coaches	District Administration	Scheduled throughout the school year
Training of classroom teachers with AimsWeb; progress monitoring and analysis of data	½ day professional development time	School and District Administration	September/October of school year

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Element 2: Enhancement of Parental Involvement

Parent Involvement Self Assessment Results

Strengths:

- parent communication publications by administration and staff, OneCallNow notification system, translated notices and information, school website, interpreters available for Parent/Conferences

Challenges:

- limited involvement of parents representing our diverse school population

Evidence: Analysis of Conditions for School Effectiveness Assessment and Ready Schools Assessment

Enhancement of Parental Involvement SMART Goal: To increase parental communication with and involvement of all parents.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Increase the number of teachers using classroom websites; development and implementation of teacher/classroom websites; sharing of best practices	Training opportunities for staff	Teachers Administration	Training in the Fall Websites update regularly throughout the school year
Principal chats that reach out to all parents; specifically ESL parents	On and off site locations	Administration	Scheduled each term
Increased opportunities for parental school involvement outside of the school day	Possible materials needed; paint, plants, landscaping	Staff School and District Administration	Throughout school year
Timely dissemination of translated district and school information	Translated district forms/translation services for school written communications	Staff and School and District Administration	Services as needed throughout the school year

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Element 3: School Safety and Discipline

School Safety and Discipline Self Assessment Results

<p>Strengths:</p> <ul style="list-style-type: none"> - school crisis team - evacuation plans and drills - written and communicated discipline plan/process <p>Challenges:</p> <ul style="list-style-type: none"> - lack of written job descriptions for members of the school crisis team - regularly scheduled crisis team meetings, <p>Evidence: Crisis Training and School Crisis Team analysis.</p>

School Safety and Discipline SMART Goal: To have a well defined and effective School Crisis Team.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Written job descriptions will be developed for all members of the Crisis Team	Time allocation for necessary work	Crisis Team members and Administration	Sept/Oct 2013
Dissemination and explanation of Crisis Team job descriptions to staff	Meeting Time	Administration	Oct/Nov 2013
Minimum of one scheduled Crisis Team Meeting per Trimester	Meeting Time	Administration	September 2013 January 2014 May 2014

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Element 4: School Environment

School Environment Self Assessment Results

Strengths:

- “Happy Fridays” program that support the newly established school motto “Where Every Student counTs”.
- Community Reading Day
- Consistent reinforcement of expected behaviors

Challenges:

- that all staff members are committed to rigorous academic standards, delivering high quality instruction and the belief that all our students can achieve academic success.

Evidence: Analysis of the Ready School Assessment

School Environment SMART Goal: To establish a school culture that supports a safe and nurturing environment; provides high quality instruction with expectations that all students can achieve success.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Development and implementation of Happy Friday themes that support the School Environment Goal; input from staff and students;	Books, music, meeting time	Staff School and District Administration	Ongoing throughout the school year
Continuation and refinement of a Community Reading Day; school readings that support the School Environment Goal	Books	Reading Coaches/Staff Administration	March 2014
Support core values and school motto throughout the school day; embedded in instruction, curriculum, classroom expectations, expected behaviors	Posters	Staff School Administration	Ongoing throughout the school year
Increase diversity of staff and volunteers; actively recruit staff and volunteers that reflect the demographics of our school population	Priority access of substitute teachers that reflect the demographics of our school population	Staff School Administration	Ongoing throughout the school year
Development and Implementation of a structured recess program that supports inclusion of all students, peer relations, conflict resolution strategies	Training of appropriate staff members Increase the FTE % of specialist staff	Staff School and District Administration	Training – summer/fall 2013 Implementation fall of 2013
Development and implementation of school schedule that allows for second tier instruction and enrichment	Increase the FTE % of specialist staff	School and District Administration	Implementation; 2013-2014 school year

Element 5: Extra – Curricular Activities

Extra – Curricular Activities Self Assessment Results

<p>Strengths:</p> <ul style="list-style-type: none"> - before and afterschool academic support programs for students - summer academic and enrichment program for students <p>Challenges:</p> <ul style="list-style-type: none"> - extended time period for academic support programs - providing a variety of enrichment and academic support opportunities - increasing student participation
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Extra – Curricular Activities SMART Goal: To increase opportunities for and participation in academic and enrichment programs outside of the school day.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Increase the time period for the before and after school “Wildcats Achievement Programs offered during school year by adding a late fall session	Increased funding for program	School and District Administration	Sessions starting late fall of 2013
Redesign of the summer academic and enrichment program to include a variety of engaging enrichment and academic opportunities	Funding for program	Staff School and District Administration	July 8 – August 8 of 2013

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Element 6: Diverse Learning Needs

Diverse Learning Needs Self Assessment Results

Strengths:

- ELL district program
- ELL staff and coordinator positions

Challenges:

- implementation of appropriate differentiated instruction and assessment for all students
- implementation ELL strategies in the regular education classrooms

Evidence: Analysis of District Review, Ready School Assessment

Diverse Learning Needs SMART Goal: to implement appropriate differentiated instruction and assessment for all students; including ELL strategies in the regular education classrooms

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Implementation ELL strategies in the regular education classrooms	PD for staff	Staff School and District Administration	Throughout the school year
Monitoring effective practice; walk through observations	Supervision and evaluation process	School Administration	Throughout the school year
Development of staff goals that include the implementation of appropriate differentiated instruction and assessment for all students; to include ELL strategies	Evaluation Process	Staff School Administration	Sept/Oct 2013

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Title 1 Program - 2012-2013

Title 1 Specialist

A Title 1 Specialist was added to the West Elementary faculty this year. This individual works with teachers to ensure that classroom management strategies are incorporated in classroom routines and expectations. She addresses all Tier 1 incidents in a manner that ensures clear and consistent expectations for all students. The Title 1 Specialist collaborates with teachers to review and interpret District and State testing data. She also ensures that the data provided to teachers promotes student remediation and assists in the teachers planning for differentiation of instruction. The Title 1 Specialist chairs the Building Base Support Team and ensures that they meet regularly and meets the requirements of the District Curriculum Accommodation Plan. School year and summer Title 1 programs are developed and supervised by the Title 1 Specialist.

Reading Coaches

The West Elementary reading coaches were trained with and implemented the District Wide AIMSweb testing. Benchmarks were taken three times throughout the school year. Once completed, they met with administration and staff to review the data and the identify students with the most needs. The reading coaches also participated in the district wide Reading meetings and the yearly school wide MCAS data analysis professional development.

Throughout the school year, the reading Coaches, co-taught reading classes with general education classroom teachers. These classes were selected based on the student's academic level and reading needs. The coaches planned with each teacher various reading units and strategies that needed to be incorporated into student's daily reading and individual instruction. The School Wide Community service reading day was organized and implemented by the reading coaches.

Math Coaches

The West Elementary math coaches were trained with and implemented the District Wide AIMSweb testing. Benchmarks were taken three times throughout the school year. Once completed, they met with administration and staff to review the data and students with the most need. The math coaches also participated in the yearly school wide MCAS data analysis professional development.

Throughout the school year, the math Coaches, co-taught reading classes with general education classroom teachers. These classes were selected based on the student's academic level and math needs. The coaches planned with each teacher various math units and

strategies that needed to be incorporated into student's daily math class. During these math classes, they modeled lessons, provided small group and individual instruction.

Wildcat Achievement Program

From January to May, two academic remedial programs were provided to all students in grades 3, 4 and 5. Morning and afternoon sessions were made available in order accommodate many students. Participation in the ELA program, included 40% of the 3rd, 4th and 5th grade students. In the math program, 45% of the 3rd, 4th and 5th grade students participated.

Each groups met twice a week for one hour. MCAS type open response questions were presented throughout the program; reading and mathematics strategies were introduced and/or reviewed. Individual work was provided to ensure that student's specific needs were also assessed and addressed. Previous MCAS data and AIMSweb data was provided to staff members to assist in their planning for their group and individual students.

Summer Program 2013

The Wildcat Summer Institute (W.S.I) will involve approximately 50% of our current 2nd, 3rd and 4th grades. They will participate in a 5 week summer program that will involve; Sports activities, Music/Dance, Technology, Cultural Awareness, Art, Poetry/Reader's Theatre, ELA, Science, Mathematics and Book/Literature Circle. Lunch will be provided for all participants.