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Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Birch Meadow Elementary Action Plan 2016-2017

District Goal:

To ensure the success of all students, over the next 3 years the Reading Public Schools will increase student engagement, improve achievement, and decrease discipline referrals. We will address the academic, social-emotional and behavioral health needs through a comprehensive multi-tiered system of support (MTSS) framework of data, systems, and practices.

Focus Areas:

- A: Closing the Achievement Gap: To eliminate the achievement gap for our high needs student population.
- B: Literacy: To improve literacy skills for all students.
- C: Mathematics Practices: To improve mathematics achievement for all students.
- D: Social Emotional Learning: To improve social emotional learning for all students.
- E: Communication: Improve communication across the district with families and the Reading community.

Birch Meadow 2016-2017 School Goals End of Year Report

Goal 1: Reduce the achievement gap in literacy for our high needs student population. (Focus Areas A and B)

Data Team Process

- Comparison of literacy achievement between high needs population and general population created and shared with staff twice during year.
- In Kindergarten, Grade 2, and Grade 3 para-educators have been allocated based on assessment results.
- In all grades students have been assigned to reading specialist intervention based on DIBELS and Fountas and Pinnell Benchmarks.
- In November, 2016, and February/March, 2017, each grade level team had a literacy data meeting with the principal and literacy specialist. At this meeting student reading/literacy data was reviewed and instructional decisions and intervention plans were made.

Teacher Assessment Process

- After each observation, teachers meet with the principal before the observation is written. At that time, if necessary, literacy goals are set and recommendations made for changing literacy instruction.
- 28 teachers who are responsible for reading/literacy instruction have been observed this year. 24 of those 28 teachers have had half or more of their observations in a literacy block: reading, writing or phonics instruction. One teacher has had 1 of 3 observations in a literacy block. Three teachers have had no observations in a literacy block.

Goal 2: Establish a Data Team Process that allows for data based problem statements and collaborative planning for interventions. (Focus Area A, B, C, and D)

- Between September, 2016, and January, 2017, each grade level team completed two data meetings. The teams generated student goals based on data. Action plans were created or refined at each meeting.
- In November, 2016, and February/March, 2017, each grade level team had literacy data. At this meeting student reading/literacy data was reviewed and instructional decisions and intervention plans were made.
- Each month data summary sheets for each grade were shared with staff. These sheets included:
 - Reading scores
 - Math scores
 - PARCC scores
 - Office Discipline Referrals
 - Attendance information

Goal 3: Establish office and administrative routines and protocols that support an orderly and safe school and ensure that student needs are being met. (All Focus Areas)

Communications

- Weekly meetings between principal and office staff to review and plan procedures, plan for events, schedule, and plan communication to staff and parents.
- Bi-weekly meetings between principal and Team Chairperson to monitor special education needs, schedule, identify areas of concern, and set meetings to address concerns.
- Bi-weekly meetings between principal and School Psychologist to monitor 504 compliance, testing, and students of concern.
- Weekly meetings between principal and assistant principal to review school policies and protocols, trouble shoot dilemmas, plan for upcoming events and meetings.
- Maintain new Birch Meadow School website with accurate information for families and community.
- Create and maintain electronic staff calendar with important information related to due dates, absences, and school events.
- Distribute weekly Principal's newsletter to staff that updates staff regarding deadlines, procedures, and upcoming events.

Building Procedures

- A scheduling committee with membership from all staff constituencies set goals for the 17-18 building schedule andn drafted a schedule that allows for adequate instructional time, intervention blocks, and a safe and orderly school day.
- Implementation of a building wide placement process that included all constituencies (regular education, special education, specialists, paraeducators) and allowed for the creation of academically and behaviorally balanced classrooms.

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Instructional Support

- The Team Chair and Principal completed a para-educator audit of Compass and Connections Program to insure that all student service delivery grids are being covered correctly and staff are assigned based on student need, as defined by the IEPs. As a result 1.5 Compass para-educators were replaced in the budget.

Child Protection

- Creation of a Child Protection Team to support and monitor students at risk of neglect or abuse.