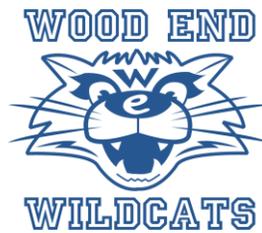


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Be responsible, respectful, honest, engaged and safe

To: Wood End Community Members
From: Joanne King
Re: Wood End Elementary School Improvement Plan
Date: June 27, 2018

I am excited and proud to share information about our Wood End Elementary School Improvement Plan. Please see below for more information about the School Council and a summary overview of the School Improvement Plan goals that have been our focus for the 2016-2018 school years.

What is School Council?

The School Council is a representative building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.

What does a School Council do?

The law outlines four major areas of responsibility for School Councils. They are to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

Who is on the Wood End School Council?

The members of the Wood End School Council for 2017-2018 include Joanne King, Principal; Ellen Commito, Teacher; Lynda Michel, Teacher; Elena Raffa, Teacher; Andrea Freeman, Parent; Casey Moulton, Parent; and Melissa Murphy, Parent.

How did the School Council decide on the goal areas?

During the 2016-2017 school year the School Council collected feedback from the Wood End community to identify areas for improvement in our school. The School Council utilized surveys, group discussions, and data analysis to gather information. Information was gathered from staff, current parents, former parents, and current students. The information gathered was reviewed and two areas were identified to create a focus for the school's goals.

How can I find out more information?

View the full Wood End School Improvement Plan here:

http://www.reading.k12.ma.us/woodend/files/7615/1113/7524/SIP_2017-18_Wood_End.pdf

Goal 1: To focus our energy and effort in identifying and implementing evidenced based instructional practices and interventions which will close the achievement gap with our students, in particular, our students in the high needs group (i.e. special education, English Language Learners, economic-disadvantage).

Strategic Initiative/Objective:

Implement block scheduling, academic intervention blocks, a Multi-Tiered System of Support (MTSS), mentoring program, CICO, and DCAP to address behavioral and academic needs of all students.

Action Steps:

1. Using Early Warning Indicator System (EWIS), SRSS/SIBS, grades, and discipline data, we developed a list of at risk students, identified interventions for those students, and monitored progress on a regular basis (Tier 2/3 team progress monitoring; Tier 1 team ODRs).
2. Formative assessments were used to monitor student progress more regularly (i.e. F&P, Common Measures, DIBELS, AMC).
3. Additional PD and coaching in the use of [AMC Math Assessments](#) was provided for all K-2 teachers to focus on small group skills-based instruction in mathematics.
4. Progress monitoring systems (i.e. Assessing Math Concepts for K-2, pre/post assessments for narrative, information, opinion writing, and F&P benchmarks) were reviewed with teachers during grade level meeting times every 3 weeks throughout the year.
5. Grade-level meetings times occurred every 3 weeks and discussions focused on all students – looking at grade level trends, expectations, standards, analysis of student work.
6. Effective instructional practices were identified through observations and walk-throughs. With the support of School Council, we provided time for teachers to observe in other classrooms to focus on specific areas during observations (i.e. teacher talk, collaboration between students, use of support personnel, workshop models, interactive read aloud).
7. Intervention blocks were established for Grades K-5 to provide academic support for all students allowing time for SPED team to provide services so students to get “double dose” in reading.
8. Professional development workshops for paras provided instruction, coaching and modeling on effective inclusion support; Workshops on November 7 and April 13, ongoing consult time with SPED teachers for every para educator (minimum of 20 minutes per week).
9. Provided additional support from reading specialist and tutors to identified students (Tier 2) in addition to classroom teacher instruction (double dose). Implemented Leveled Literacy Intervention (LLI) for identified students reading 2 or more levels below grade level.
10. Staff development provided on [District Curriculum Accommodation Plan](#) to promote best practices in all classes; reviewed at grade level meetings and during SST.
11. All elementary students received at least 30 minutes of social emotional learning weekly through their Open Circle lessons; dedicated school-wide time every Wednesday morning in all classes; all-school meetings and all-school enrichment programming focused on our Core Values.
12. Utilized all-school time for Open Circle each week to provide consistency in language and behavior expectations, and included para educators to be part of a dedicated classroom for year.
13. Based on our school data, we implemented Tier 2 and 3 interventions matched to the specific needs of students (mentoring, CICO, and Mind Up). Training for mentoring and CICO was provided by facilitators and monitored by Tier 2/3 Leadership Team.

14. A clear decision-making process for determining student access for Tier 2 and 3 interventions was developed for students with regular progress monitoring. We established entrance and exit criteria with 5% of student population receiving interventions. Using SRSS/SIBS data and ODR data, connectedness survey for students, and feedback surveys from intervention facilitators, student progress was tracked.

Results:

With the implementation of the intervention blocks at every grade, K-5, we focused efforts based on the current needs of students by grade level. The areas of focus were determined during the grade level meetings that took place every 3 weeks. The most notable areas requiring intervention were reading and social/emotional followed by mathematics, spelling, OT, and executive function skills.

Multi-Tiered Systems of Support (MTSS) included our mentoring program, CICO and Mind Up for those students who were identified as needing more intensive support. We were able to create a clear and efficient Tier II process due to a strong Tier 1 foundation that was implemented and supported school-wide. The various teams worked collaboratively to sustain Tier 1 supports while implementing screeners to identify trends in student behavior.

Building off our Universal PBIS foundation, we utilized information obtained through several main sources, including a systematic evaluation and component analysis of check-in check-out (The Journal of ABA, Summer, 2011) and a framework for evaluating classroom based social emotional programs (CASEL's Guide to Effective SEL Programs Preschool & Elementary School Edition, 2013).

Results showed that on average, after 10 Mind Up sessions, students decreased an average of 1.25 points on an internalizing behavior scale (SIBS). Additionally, classroom teachers reported that students were employing strategies 33% more frequently than prior according to the pre/post intervention assessments administered. Data from our CICO implementation showed for students in this group, Office Discipline Referrals decreased on average 1.5 referrals per student, and students met their first goal within an average of 5.4 days.

In addition, our overall ODRs for 2017-18 showed 28 students were referred for a total of 56 ODRs (7 major, 49 minor). This is in comparison to 2016-17 results which showed 24 students were referred for a total of 55 ODRs (11 major and 44 minor), and 2015-16 results which showed 44 students were referred for a total of 129 ODRs (78 major and 51 minor).

Attendance is not an area of significant concern. Our data shows an attendance rate of 97-99% over the past four years, though during 2017-18, 36 students were reported with 10 or more absences.

Goal 2: To improve literacy instruction for all students by providing teachers with time and training, timely supervision and coaching, evidenced based Tier 2 student interventions, grade level progressions, clear expectations and pacing chart.

Strategic Initiative/Objective

Implement MA Curriculum Frameworks in ELA in all classrooms, with a particular focus on grade-level expectations for all students.

Action Steps:

1. All K-5 teachers had 60-minute uninterrupted blocks for reading instruction five days per week, and a 60-minute block for writing at least 4 days per week. Kindergarten classes had less time for ELA and math due to the integrated model with full and half-day students combined.
2. Academic intervention blocks were established for Grades K-5 to provide tiered support in math/literacy to all students four days a week for 30 minutes.
3. Grades K-5 teachers utilized Units of Study for Writers Workshop and provided instruction at least 4 days per week; all special educators attended TCRWP training for writing.
4. Utilized common assessments K-5 to monitor student progress – F&P Benchmarks, DIBELS, and pre/post assessments for writing. Grade level meeting time was used to share data, view student work, and model grading of student writing using rubric.
5. Implemented Leveled Literacy Program (LLI) to provide small group intervention for struggling readers identified in K-5; provided set times for LLI instruction 4 x 30 week, except K was 5 x 30.
6. Used staff meeting time to provide coaching and training using F&P Literacy Continuum to identify grade level expectations, reading progression, and targeted instruction.
7. Established consistent method for staff to electronically capture and report results of assessments and progress monitoring; compiled school-based data to share with each grade level and at the district level.
8. Grade-level teams utilized data from MCAS results to identify appropriate use of academic support times; identified areas of focus for the year (i.e. poetry, grammar).
9. Collaborated with Reading Specialist about trends, strengths, areas of need, in an aggregate way to help inform feedback to teachers; Reading specialist met with teachers during grade level time to plan instruction, small group strategies; Lexia was used and monitored through special education and the reading specialist, and results were reviewed with each grade level; Lexia was not used in place of direct instruction (completed before school or at home for selected students).

Results:

Using the F&P [*Reading Benchmark Assessment*](#), scores showed the following percentage of students performing at or above grade level expectations:

- Kindergarten – 90%
- Grade 1 – 93%
- Grade 2 – 88%
- Grade 3 – 81%
- Grade 4 – 87%
- Grade 5 – 90%