

Joshua Eaton Elementary School

Joshua Eaton's Plan Overview 19-20

October 2019



<i>Mission</i>		
<p>The Joshua Eaton Elementary School is committed to developing a community of learners that are respectful of each other, our school culture, and our learning abilities, supportive of our social, emotional and physical needs and prepared to make a positive contribution to our school and the Reading Community. The Joshua Eaton Elementary School fosters an environment that provides students with the skills required to work hard every day to achieve individual learning goals and overcome challenges.</p>		
<i>Vision</i>		
<p>Our vision for Joshua Eaton students is to be motivated learners who are inclusive of others, empathetic, and carry our core values into their daily lives. Through a student-centered, welcoming community, our students will take ownership of their learning and actions.</p>		
<i>Core Values</i>		
<p>Practice Compassion</p> <p>Act Responsibly</p> <p>Work toward Success</p> <p>Show respect</p>		
<i>Theory of Action</i>		
<p>If students are motivated learners who are inclusive and empathetic of others, then they will find success in their current school endeavors as well as their future aspirations. If the staff does “best by kids” by creating a student-centered environment focusing on the whole child, then students will learn to take ownership of their learning and actions.</p>		
<i>Strategic Objectives</i>		
<p>1. The overall chronic absenteeism percentage was 7.6% in 2019 for students identified with a high needs profile will aim to decrease chronic absenteeism to 3.5%, which was our 2018 target within the 2019-2020 school year.</p>	<p>2. Promote an inclusive, collaborative school and community culture that embraces equity and diversity and the physical, emotional and learning needs of all students to provide an equitable educational experience. This will be measured through pre/post self-assessments of staff. 100% of all teachers will receive a score of 85% or better on their knowledge of inclusion.</p>	<p>3. By June 2020, 20% of our current Grade 4 and 26% of our current Grade 5 high needs students will meet or exceed grade-level expectations in Math this would be a 3% increase as measured by the Math MCAS assessment and utilizing the Google Data Analysis tool.</p>

<i>Strategic Initiatives</i>		
<i>1.1</i> Create and implement a system to outreach, support and provide remediation to students and families.	<i>2.1</i> Professional development that promotes meaningful and focused supports for inclusion, collaboration, and community-building.	<i>3.1</i> Strategic Title One services utilizing internal data to create a cycle of student intervention.
Provide monthly attendance rate percentage to families with goal of whole school attendance to maintain at 98% or above.	Self-Assessment using the DESE Inclusion Network to evaluate individual knowledge in the area of inclusion.	Utilized Math Workshop model in each classroom at Joshua Eaton.
Using school-based data to target students who demonstrate high rates of attendance concerns (absenteeism and tardiness).	Engage families in multiple and meaningful ways to bridge home and school partnerships.	Implement district pacing guides as well as school-based scope and sequence for math.
In collaboration with the school nurse and school psychologist, students will learn to differentiate legitimate reasons for absences vs. mild physical/emotional discomforts.	Weekly All School Assemblies to promote JE Core Values and reinforce positive expectations.	Target individual student needs during intervention blocks.
Provide a mentor for students needing outreach and remediation demonstrating high rates of absenteeism.	Celebrate Kindness Week school-wide, January 2020.	Using different Tier 2 activities to support individual student needs; Study Island, Center Kits, tools for math, and reference sheets.
Improve school/student recognition that acknowledges positive attendance rates.		Creating strategic IEP goals for those students who need math goals based on entry points for their grade level.
<i>Outcomes</i>		
<ul style="list-style-type: none"> • Decrease chronic absenteeism in our students designated as high needs students. • Students will understand the fundamental importance of coming to school. • All students feel safe and supported and included in all aspects of school life at Joshua Eaton and the community. • Promote an inclusive, collaborative school and community culture that embraces equity and diversity and the physical, emotional and learning needs of all students to provide an equitable educational experience. Students will develop a strong mathematical conceptual knowledge leading to application and problem-solving skills that are part of lifelong learning. • Students apply the technological tools independently to gain math knowledge and reach their goals. 		

