Wood End Elementary School
Plan Overview 2019-2020

Mission of Reading Public Schools
Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Vision
Wood End Elementary School seeks to create a safe and supportive learning environment. We will work to achieve this aim through the implementation of a tiered support system that promotes clearly defined and consistent student expectations and accountabilities based on our core values, communication and collaboration within our school community, reliance on data for decision making purposes, and an efficient and effective response to the needs of our students who require additional support to be successful. We will foster an environment that focuses on our students' success!

Core Values
Wood End Wildcats are responsible, respectful, honest, engaged & safe

School Goal for 2019-20 School Year
During the 2019-20 school year, Wood End Elementary School will improve data analysis systems, provide training and support for teachers, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student performance on MCAS in ELA and Mathematics, an increase in teacher efficacy using the workshop model, and a decrease in student absenteeism.

Strategic Objectives

Strategic Objective A **Data Systems** The school will refine and support data analysis to inform our work on classroom and curriculum practices, most notably, the quality of instruction and interventions for all students.	Strategic Objective B **Coherent Instructional Systems** The school will provide quality instruction, monitor student progress, and refine standards-based instructional systems to meet the needs of all learners in ELA and Mathematics.	Strategic Objective C **Safe & Supportive Learning Environment** The school will provide a safe and supportive learning environment, monitor student progress, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.

Strategic Initiatives

• Use SRSS/SIBS, classroom performance, and student assessment data (MCAS, AMC) to develop a list of at-risk students, identify interventions for those students, and monitor progress on a regular basis. • Conduct data analysis at individual student and grade level • Utilize data analytics tool to facilitate collection and analysis of data • Explicit decision-making process for determining student access to Tier 2/3 interventions (entrance and exit criteria) • Regular progress monitoring and data collection cycle • Quarterly data review cycle at each grade level, K-5	• Review curriculum materials (i.e. Units of Study), pacing guides and grade-level standards to align instruction in ELA and mathematics, K-5 • Align ELA and mathematics instruction to power standards; utilize curriculum maps and common assessments to improve consistency in ELA and mathematics instruction, K-5 • Identify and explicitly teach content vocabulary to increase students' exposure and understanding of concepts (i.e. math vocabulary) • Provide ongoing coaching and PD to improve instructional practices and student engagement for all learners • Conduct learning walks focused on the WHY, student engagement, and	• Provide Professional development and workshop opportunities in SEL, equity and diversity • Develop plan for family and community awareness and engagement of SEL standards and practices to reduce chronic absenteeism • Meet with families of students who are chronically absent to develop a plan to improve attendance • Promote supportive school climate (PBIS) to reduce the use of exclusionary discipline and promote supportive school discipline (restorative practices) • Coordinate resource list of state agency and outside services for families to support students in need

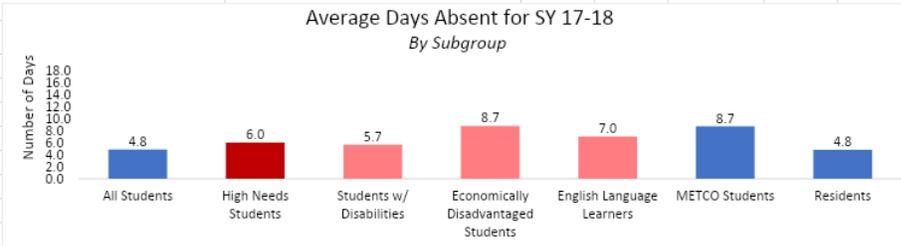| • Develop continuous improvement cycle: identify at risk students, select evidence-based interventions (academic, social, emotional or behavior), implement, and monitor student progress/growth	instructional practices for teaching all students (Standard II) • Identify evidence of the essential components of the workshop model in reading, writing, and mathematics during learning walks, peer observations, and grade-level meetings • Provide a focus on specific areas during classroom observations (i.e. teacher talk, collaboration between students, use of support personnel)	

Outcomes

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students.
- An improvement in student performance on state and local assessments including F&P Benchmarks in K-5, AMC assessments in K-2, and MCAS ELA and Mathematics scores in grades 3-5.
- An increase in positive overall response in student learning environment scores as evidenced by the Student Connectedness survey, SRSS/SIBS, and other student data.
- A decrease in the proportion of students who have 10 more absences.
- An increase in the number of peer observations to improve professional collaboration and more consistent instructional practices, K-5.
- An increase in teacher self-efficacy and shared decision-making as evidenced by effective implementation of the workshop model in reading, writing, and mathematics, K-5.
- Instructional practices for continuous improvement: identify grade-level standards, select evidence-based resources, evaluate instructional practices, and monitor student progress.

NOTES:
36 students had 10+ absences (92% residents)   **6 students had 18+ absences (100% residents)**


Average Days Absent for SY 17-18
By Subgroup

	Number of Days
All Students	4.8
High Needs Students	6.0
Students w/ Disabilities	5.7
Economically Disadvantaged Students	8.7
English Language Learners	7.0
METCO Students	8.7
Residents	4.8

# Students w 10+ Absences	#
All Students	36
High Needs Students	12
Students w/ Disabilities	8
Economically Disadvantaged Students	8
English Language Learners	0
METCO Students	3
Residents	33

# Students w 18+ Absences	#
All Students	6
High Needs Students	3
Students w/ Disabilities	2
Economically Disadvantaged Students	2
English Language Learners	0
METCO Students	0
Residents	6

Spring 2019 MCAS Scores – Percentage of Students Meeting/Exceeding

Grade 3   ELA – 70%   Math – 58%
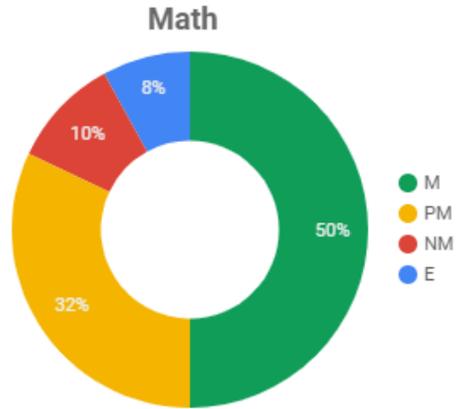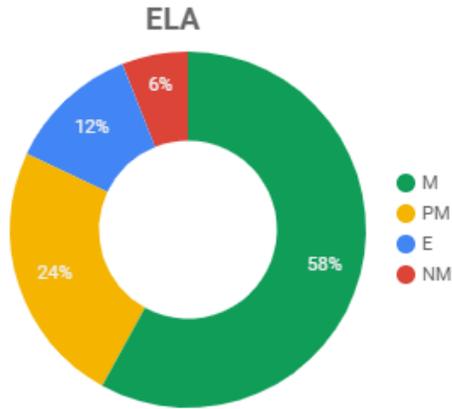
ELA

- M 58%
- PM 24%
- E 12%
- NM 6%

Math

- M 50%
- PM 32%
- NM 10%
- E 8%

440 - 469 = Not Meeting
470 - 499 = Part. Meeting
500 - 529 = Meeting
530 - 560 = Exceeding

escaleds **511.06** | esgp **-**
Averages

mscaleds **502.16** | msgp **-**
Averages

Grade 4   ELA – 53%   Math – 42%
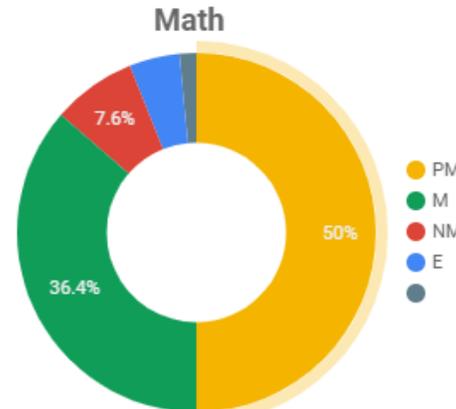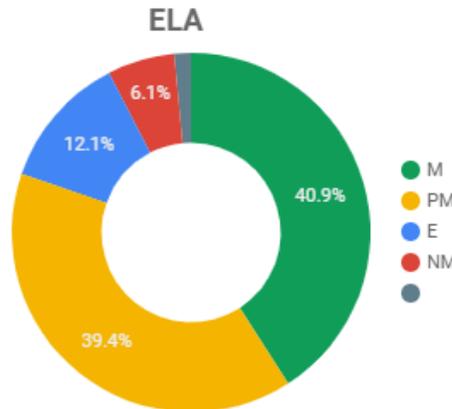
ELA

- M 40.9%
- PM 39.4%
- E 12.1%
- NM 6.1%

Math

- PM 50%
- M 36.4%
- NM 7.6%
- E

440 - 469 = Not Meeting
470 - 499 = Part. Meeting
500 - 529 = Meeting
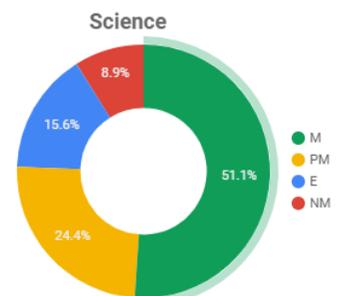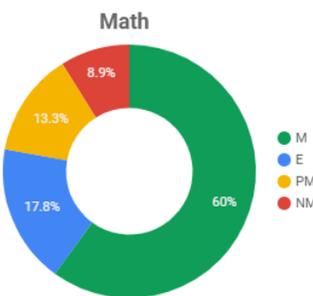530 - 560 = Exceeding

escaleds **502.77** | esgp **44.91**
Averages

mscaleds **498.67** | msgp **42.81**
Averages

Grade 5   ELA – 64%   Math – 78%   Science – 67%

ELA

- M 53.3%
- PM 28.9%
- E 11.1%
- NM 6.7%

Math

- M 60%
- E 17.8%
- PM 13.3%
- NM 8.9%

Science

- M 51.1%
- PM 24.4%
- E 15.6%
- NM 8.9%

440 - 469 = Not Meeting
470 - 499 = Part. Meeting
500 - 529 = Meeting
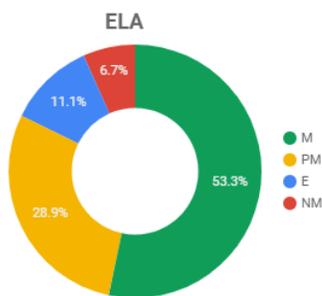530 - 560 = Exceeding

escaleds **506.64** | esgp **53.36**
Averages

mscaleds **513.69** | msgp **71.18**
Averages

sscaleds **508.76**
Average