

Joshua Eaton School Improvement Plan Update

January 2017

School Improvement Plan and Goals

**School Council Members: Eric Sprung – principal/co-chairperson,
Christine Lusk – parent/co-chairperson**

**Parents: Ibrahim Al-Qamari, Eileen Manning, Ed Orsini, Julie Ross
Staff: Sandy Emery, Anne Manna, Michelle Ofilos, Jaime Quinn**

District Strategic Initiative/Objective

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.

1. To improve literacy skills for all students.
2. To improve achievement in mathematics for all students.
3. To improve social emotional learning for all students.
4. To-eliminate the significant achievement gap for our high needs student population.

School Goals

Joshua Eaton Staff will meet the academic needs of all students. The focus will be on closing the achievement gap for all students.

Joshua Eaton will improve our communication continuing to foster a positive partnership between the school and community.

PARCC

of Students that were Near or Below on a particular subset of the ELA PARCC test

	Reading Literature	Reading Information	Reading Vocabulary	Written Expression	Written Knowledge Language and Conventions	Total # of students
Grade 3	44	40	36	49	40	80
Grade 4	38	36	34	51	47	88
Grade 5	39	28	33	12	23	90

of Students that were Near or Below on a particular subset of the Math PARCC test

	Major Content	Mathematical Reasoning	Modeling Practice	Additional Supporting Content		# of students
Grade 3	34	33	28	37		80
Grade 4	40	41	30	29		88
Grade 5	27	33	29	35		90

Joshua Eaton School

2015-2016

PARCC/Fountas & Pinnell June benchmark comparison

Grade 3 ELA PARCC	Performance Level	Grade 3 June Benchmark
27% Level 1 or Level 2	(did not yet meet/ partially met)	11% Level N or below
32% Level 3	(approached)	10% Level O
37% Level 4	(met)	23% Level P
5% Level 5	(exceeded)	56% Level Q or above

Grade 4 ELA PARCC	Performance Level	Grade 4 June Benchmark
9% Level 1 or Level 2	(did not yet meet/ partially met)	13% Level R or below
29% Level 3	(approached)	26 % Level R
51% Level 4	(met)	11% Level S
11% Level 5	(exceeded)	50% Level T or above

Grade 5 ELA PARCC	Performance Level	Grade 5 June Benchmark
2% Level 1 or Level 2	(did not yet meet/ partially met)	6% Level U or below
10% Level 3	(approached)	14% Level U
78% Level 4	(met)	55% Level V
10% Level 5	(exceeded)	24% Level W or above

Fall Reading Benchmark Scores

- ▶ Kindergarten results are being completed now
- ▶ 22 students in grade 1 below benchmark out of 74
- ▶ 23 students in grade 2 below benchmark out of 82
- ▶ 9 students in grade 3 below benchmark out of 60
- ▶ 15 students in grade 4 below benchmark out of 82
- ▶ 20 students in grade 5 below benchmark out of 91

Accomplishments - Literacy and Math

- ▶ Conducted a District Wide Writing Training on 11/8 - School Based Writing Training 11/10 and 12/15
- ▶ Changed expectations and routine in reading grades K-3 using Lucy Calkins Reading Program
- ▶ Hired a reading tutor allowing current reading specialist to coach teachers
- ▶ Mapped out interventions in literacy and Title I
- ▶ Ordered additional Math and Literacy games for practice and challenge for all learners
- ▶ Tracked classroom progress in alignment with the Math Scope and Sequence
- ▶ Collected data for Benchmark and students receiving interventions
- ▶ Trained staff in Benchmark assessments to ensure school alignment
- ▶ Purchase on-line programs for Reading and Math allowing for at home practice (MobyMax and RAZ-kids)
- ▶ Morning Math and Math Olympiad program help to challenge students and work with students that require extra support
- ▶ Young Author's Fest in the spring highlighting student writing in the spring - students share their work with peers across grade levels

Accomplishments

Special Education

- ▶ Hired a full time team chairperson
- ▶ Met with parents in our Bridge program to discuss areas of strength and improvement
- ▶ Conduct special education meetings to determine student progress
- ▶ Hiring an additional special education teacher to create appropriate caseload management

Partnerships

- ▶ Met with DSAC to discuss structured Learning Walks for teachers observing other teachers
- ▶ Visited with Peabody and Melrose principal
- ▶ Work with North Reading to visit literacy classrooms

Accomplishments

MCAS/PARCC

- ▶ Create an after school program
- ▶ Adjust accommodations based on MCAS test
- ▶ Create a list of consistent test taking strategies 3- 5
- ▶ Create more opportunities for written responses to texts as required on MCAS test

Communication

- ▶ Provide regular updates to community through the school council and newsletter
- ▶ Revised our weekly newsletter and continuously looking to improve our communication strategy with a communications committee
- ▶ Implement more frequent postings to our school web site and Facebook page with student work
- ▶ Math Night in Spring 2016 sharing materials and resources for parents to support their children at home

After School Tutoring Program

- ▶ Wednesday Afternoons
 - ▶ December-March
 - ▶ Three times a month for 12 sessions
- ▶ 60 students
 - ▶ Grades 3, 4 and 5
- ▶ 10 Teachers
 - ▶ Ms. McQuillin, Ms. Kress, Ms. Byrnes, Mrs. Manna, Mrs. Emery, Mrs. Conant, Mr. Derosier, Mrs. Nazarro, Mrs. Ghirardi, and Mrs. Boucher
- ▶ Regular updates to parents
- ▶ Support to METCO students

Sessions Schedules

12:45 - 1:00 Divide into groups and snack break

1:00 - 1:30 Math intervention

1:30 - 2:00 PARCC/MCAS practice math

2:00 - 2:15 Break

2:15 - 2:45 ELA intervention

2:45 - 3:15 PARCC/MCAS practice ELA

Goals for the Sessions

- ▶ Specialized small group instruction
- ▶ Problem solving strategies when answering questions
- ▶ Grade level concepts

Math

- ▶ Number sense skills, place value concepts, basic operation practice, word problem strategies, geometry, and fraction practice

English Language Arts

- ▶ Genre text features, context clues, main idea, drawing inferences, finding evidence and details within text, understanding themes, poetry analysis, and writing strategies for open response questions
- ▶ Technology practice
- ▶ Home and Session based MobyMax support

Next steps

- ▶ Train K-3 staff on new math assessment
- ▶ Visits to N. Reading literacy program
- ▶ Continue to provide regular updates to the school community
- ▶ Continue our data collection for Benchmark assessments (January) and check student progress regarding interventions
- ▶ Conduct data meetings ensuring students are making progress and individual student goals are met
- ▶ Review web content with the communications committee to ensure complete and accurate information is available
- ▶ Hire an additional special education teacher to address additional caseload and testing requirements
- ▶ Follow up report out to parents out School Improvement Plan Progress March 7 at 8:30 AM