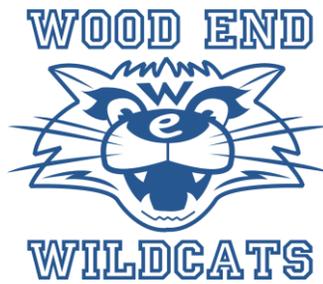


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Be responsible, respectful, honest, engaged and safe

We are pleased to share the following information about the School Improvement Plan for Wood End Elementary School. The Wood End community is focused on being responsible, respectful, honest, engaged and safe. Our mission is to create a safe and supportive learning environment for all students and staff. 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. To that end, we have focused our school improvement plan on two specific goals.

Goal 1: To focus our energy and effort in identifying and implementing evidenced based instructional practices and interventions which will close the achievement gap; Specifically, implement block scheduling, a Multi-Tiered System of Support (MTSS) and the DCAP to address academic needs of all students in mathematics and literacy.

We have made excellent progress in this area by restructuring our Leadership Team, creating a Tier 1 and Tier 2/3 team, each focused on very specific aspects of Positive Behavior Intervention Supports (PBIS).

- The Tier 1 team's overall goal is to maintain fidelity and sustain universal supports for all students including PAWs for student recognition, Office Discipline Referrals, implementation of Open Circle with fidelity in all classrooms and core values. The team tracked data collected, completed regular analysis and presented data to stakeholders. In addition, a formal process was put in place including a calendar of professional development for all staff to teach and model Tier 1 systems (PAWs, ODRs, expected behaviors in all settings). Grade-level data teams meet every three weeks to examine current data, identify student needs, and implement supports on a regular basis. The SST process has been refined to ensure more accurate and thorough referrals. DCAP accommodations are regularly reviewed to ensure best practices are in place based on individual student needs. Student data is continuously monitored and reported out to staff to ensure all students are receiving high-level instruction in all content areas to reach grade level expectations. Intervention blocks have been developed for Grades 3-5 and are used to target instruction in executive functioning, math, spelling, and literacy. Students are grouped based on identified needs and are assessed every six weeks. We will measure the effectiveness of our implementation of MTSS structures by using the Tiered Fidelity Instrument.
- The Tier 2/3 team's overall goal is to research and identify Tier 2 interventions that are attainable within our current infrastructure, creating a menu and protocol for implementation. This included agendas for grade-level meetings focused on research-based

interventions such as mentoring and check-in/check-out (CICO). The team uses multiple data sources (ODR, academic progress, screeners, attendance) to identify students needing Tier 2 supports. After completing a needs assessment, a process was developed to match interventions with student needs. In January, our student mentor program and a pilot program utilizing CICO was started with a few targeted students. Data was collected and evaluated to identify successes and challenges, and several teachers were trained to become student mentors. Student data is monitored monthly with plans to intensify or fade support as needed by individual students. The team is developing an on-going process to review fidelity of Tier 2 practices and will conduct an annual evaluation, sharing results with staff.

Goal 2: To improve mathematics instruction by providing teachers with Tier 2 student interventions, clear expectations and pacing chart to successfully implement MA Frameworks.

We are making significant gains in this area by better aligning our math instruction and practice using Math in Focus resources, and the new Applied Mathematical Concepts (AMC Anywhere) assessments in grades K-2. The district math coach provided the initial training for staff on the use of this assessment to identify students' skill levels in K-2. Teachers completed all AMC assessments for students K-2 and results have been reviewed during district PLC time, facilitated by principal colleagues. Our math tutor is assigned to classrooms and intervention blocks based on data - current student needs - and intervention groups are monitored every 4-6 weeks. Students participated in several practice opportunities to learn and use the online assessment platform for MCAS in preparation for state-wide testing. Teachers in grades K-3 utilized the Every Day Counts Calendar Math to teach and reinforce core concepts improving students' basic number sense. Moving forward, teachers in grade 4 will add this calendar math to their instruction to promote consistency as we improve math fluency.

Although we have made significant gains toward these goals, our work continues as we seek to improve. Moving forward, we will offer professional development opportunities that will improve instruction and build teacher self-efficacy. Our grade-level meetings will focus on looking at student work and specific data to align instruction, tiered supports, and evidence-based practices. All teachers will implement the district core curriculum including Math in Focus, Know Atom, and Writers Workshop. We will continue to review our literacy practices and assessments.

All meeting times including those with the building leadership team, grade-level meetings, and staff meetings will focus on addressing the needs of our teachers and students. We will measure our success toward these goals by using the district-aligned educator supervision and evaluation power standards rubrics, MCAS results, SWIS data, and the number of referrals to SST.