

**STOUGHTON PUBLIC SCHOOLS  
RICHARD L. WILKINS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN**



**2018-2019 SCHOOL YEAR  
WILKINS "CARES"**

**COMMUNITY, ACCEPTANCE, RESPONSIBILITY, EMPATHY, SELF CONTROL**

**STOUGHTON PUBLIC SCHOOLS**  
**RICHARD L. WILKINS ELEMENTARY SCHOOL**  
**School Improvement Plan**  
*2018-2019*

**School Council Members**

**Lisa Whelan, PhD-Principal**

**Marguerite O'Hara-Teacher**

**Karen Jackson-Teacher**

**Christina Tobon-Teacher**

**Marisa Nardo -ELL Coordinator**

**Frank Lyons-Parent Representative**

**Rania Mohamed Ali-Parent Representative**

**Diane Dolan-Community Representative**

## **Wilkins Elementary School Vision Statement:**

***“Every student is achieving at his or her maximum potential in an engaging, inspiring, and inclusive learning environment where parents and teachers are partners in the learning process in order to foster the best in the whole child.”***

***Where students and staff are:***

***-respectful and kind***

***-actively engaged in learning***

### ***Wilkins Elementary Core Values***

RESPECT: Yourself

RESPECT: Others

RESPECT: Your School

### ***School Profile***

The Wilkins Elementary School has a diverse kindergarten through fifth grade student population of approximately 360 students. For the 2018– 2019 school year, there will be three classes in grades kindergarten, one, two, three, four, and five. Class size ranges from 18-21.

The Wilkins School is the magnet school for the district’s ELL program; English Language Learners. In addition to the regular education program, student from kindergarten through grade 5 that qualify for ELL services, receive direct services for literacy from certified ELL teachers.

In addition to the twenty regular education teachers in kindergarten through grade 5, our school is fortunate to have many support specialists that work with children each day. There are four ELL teachers, three special education teachers, two reading specialists, one math specialist, a full time guidance counselor, a full time adjustment counselor, and a full time nurse. Special teachers for art, music, library and computer are .8 employees. Physical Education is a full time district position but spends .8 of their time at the West. The West pre-school class is “housed” at the Jones School. We are pleased to announce that we have an additional behavior interventionist/academic support teacher and our own music teacher for the 2018-2019 school year.

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2017-18)			
Race	% of School	% of District	% of State
African American	22.5	21.5	9.0
Asian	4.3	6.3	6.9
Hispanic	23.1	10.8	20.0
Native American	0.5	0.2	0.2
White	43.7	56.1	60.1
Native Hawaiian, Pacific Islander	0.0	0.3	0.1
Multi-Race, Non-Hispanic	5.9	4.7	3.6

Enrollment by Gender (2017-18)			
	School	District	State

<b>Male</b>	182	1,854	489,172
<b>Female</b>	191	1,739	464,753
<b>Total</b>	373	3,593	954,034

	School	District	State
<b>Total # of Teachers (FTE)</b>	32.5	305.7	73,419.7
<b>% of Teachers Licensed</b>	100.0	99.7	97.2
<b>Student/Teacher Ratio</b>	11.5 to 1	11.8 to 1	13.0 to 1

8.6% of students at the West utilize special education services. Approximately 1% of students currently have Section 504 Plans. 26.8% of are students receive ELL services; English Language Learners.

Approximately 47.2% of students currently qualify for and receive free or reduced lunch.

The Wilkins School believes the importance of communication with the parents/guardians of our students. We also encourage parents to play an active role in their children's education. Letters to parents, notices or reminders of upcoming events, monthly calendar school website, One-Call-Now calls and emails, the Principal's Message, and class newsletters are utilized to promote regular communication with parents throughout the school year. Parents are encouraged to communicate regularly with their children's teachers and to meet with them, as needed, during the school year. We also encourage parents to serve in a number of volunteer roles within our classrooms and the school.

The Wilkins School is fortunate to have an active Parent Teacher Organization that supports our students, staff, and school. The P.T.O. has enriched our school environment in many ways by providing additional resources for teachers, field trips, enrichment programs, and family activities throughout the school year. However, due to the board members moving on to the middle school with their children, we are in need of new executive board members for the PTO.

We always welcome new members to our PTO! It is a very important organization within our school. We also have a very active Parent Engagement Program. This is run by our parent engagement liaison, Ms. Susan Lyons.

The Wilkins School also values the importance of an inclusive curriculum program. With this in mind, we currently have a co-teach model at the Grades 4 &5 level for Special Education Services. We work hard to model inclusion practices in all grades so that students are serviced in the least restrictive environment. We are As Hehir states, (2012), “Research consistently shows that more time in general education classrooms is associated with better outcomes for students, regardless of race, class, gender, and type of disability.” p. XVIII Through the use of more consistent, inclusive strategies, it is our expectation that student testing outcomes will improve, particularly for the Special Education Population.

**NEW GENERATION MCAS TESTS OF SPRING 2017: NOTE:**

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP	Ach.Pc tl
	School	State	School	State	School	State	School	State	School	State					
<b>GRADE 03 - READING</b>	50	47	13	8	37	39	44	42	6	10	52	503.3	N/A	N/A	63
<b>GRADE 03 - MATHEMATICS</b>	59	49	12	7	47	42	33	38	8	13	51	503.3	N/A	N/A	62
<b>GRADE 04 - ENGLISH LANGUAGE ARTS</b>	33	48	0	7	33	41	58	42	9	10	57	491.7	33.0	52	22
<b>GRADE 04 - MATHEMATICS</b>	28	49	0	6	28	43	56	39	16	13	57	487.8	29.0	53	17
<b>GRADE 05 - ENGLISH LANGUAGE ARTS</b>	48	49	6	6	42	43	39	42	13	10	64	497.3	52.0	63	43
<b>GRADE 05 - MATHEMATICS</b>	41	46	6	7	34	39	47	44	13	10	64	497.0	50.0	63	43
<b>GRADES 03 - 08 - ENGLISH LANGUAGE ARTS</b>	44	49	6	7	38	42	47	41	9	10	173	497.3	44.0	115	39
<b>GRADES 03 - 08 - MATHEMATICS</b>	42	48	6	8	36	40	46	41	12	12	172	495.8	45.5	116	35

### **Current class sizes and the impact of class size on student performance**

Teachers, parents, and administrators agree that class size has a significant impact not only on the learning that goes on in our classrooms but on the student behaviors and attitudes as well. A classroom is rooted in communication and interaction between teacher and student. As the number of students who must “share” a teacher decreases, the amount of communication increases. Smaller class size promotes a classroom atmosphere that is more effective and a learning environment that is more effective.

The Wilkins School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act, increases the diversity of skills, abilities, and learning styles found in an individual classroom. The policy of inclusion, which aims to keep students with special needs in the regular classroom, creates additional challenges for classroom teachers. In such a setting, smaller class size is especially important for both teacher and student for the following reasons:

1. Teachers have more time to provide direct instruction to students.
2. Students are able to participate more frequently.
3. Teachers have better knowledge of students resulting in fewer behavioral incidents and the ability to better meet each student’s needs.
4. Teachers have the opportunity for more frequent and more meaningful conferencing with students.
5. Students are able to receive more frequent feedback on the performance and more individualized instruction to meet their needs.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

Recommendations:

1. Primary grade classes, K and 1, that range in size from 17 to 21.
2. Primary grade classes, 2 and 3, that range in size from 18 to 23.
3. Intermediate classes, 4 and 5, that range in size from 18 to 23.
4. In determining class size, consideration should be given to the inclusion of those students who have substantial needs as identified by an Individual Education Program (IEP).
5. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained.

Student-to-teacher ratios

Current student teacher ratios on average: grades K-2 are 18: 1 and grades 3-5 are 22: 1

#### Ratios of students to other supportive adult resources

The total student enrollment is currently 360. The total number of support staff (reading (2), Math (2), special education inclusion (3), occupational therapists (.1), physical therapist (.2) and speech therapist (.8), art (.8), music (.8), computers (.8), library assistant (.8) and physical education (1.0), adjustment counselor (1.0) and guidance counselor (1.0), is 12.5.

At this time, no plan is needed for reducing class size. In the 2017-2018, we will be utilizing paraprofessional support in the Grade 1 classrooms for half of the school day, during their literacy block. By providing additional support in Grade 1 will allow explicit and targeted teaching skills to be addressed in small groups.

## 2018-2019 ACTION PLANS

### Action Plan: Student Academic Performance

#### Student Academic Performance Self-Assessment Results

*Based on the Conditions for School Effectiveness Survey, Tiered Instruction and Adequate Learning Time Condition, Core Instruction Indicator, the school provides high quality, challenging core instruction for all students. All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support. The West School provides differentiated classroom instruction while also providing Response to Intervention pullout blocks for Tier III students. Classroom teachers, the literacy specialists, and three academic support teachers support differentiation through Guided Reading and Guided Math Models. SPED staff are co-teaching models within the Grades 3-5 levels.*

**Student Academic Performance SMART Goal: By June 2019 all students, based on fluency data, will advance, achieve or maintain reaching 80% in both numeracy and literacy. As determined by normed data provided by the AIMsweb plus system.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Professional Learning Meetings during benchmark results to focus on student learning, work collaboratively, and to be accountable for results.	Time	Principal Grade Level Teachers ELA and Math Curriculum Supervisors Data Specialist	Ongoing throughout the 2018 – 2019 school year Specific dates and times (TBD) Fall Winter Spring
2. One meeting day in the Fall to discuss initial data.	Time	Principal Grade Level Teachers ELA and Math Curriculum Supervisors Data Specialist	September 2018

<p><b>3. Identify students for participation in academic extended and flexible grouping. Meet with Reading and Math Specialists on a monthly basis.</b></p>	<p><b>Time</b></p>	<p><b>Principal Grade Level Teachers Reading Specialists Math Specialist</b></p>	<p><b>Ongoing throughout the 2018 – 2019 school year Specific dates and times (TBD)</b></p>
<p><b>4. Foundations program will be done explicitly and with fidelity 5x week in Grades K-2 for all students. This time will be uninterrupted for all learners. Foundations will also be used in Grade 3 for students who need explicit instruction with phonemic awareness</b></p>	<p><b>Curriculum PD Time</b></p>	<p><b>Principal Grade Level Teachers ELA Curriculum Supervisors Data Specialist</b></p>	<p><b>Throughout the 2018-2019 school year.</b></p>
<p><b>5. Two book studies will be utilized and continued during monthly staff meetings/book studies throughout the school year. The book titles are <u>Mindset</u>-by Carol Dweck, PhD and <u>A Handbook for Classroom Instruction that Works</u>-2nd edition by Howard Pitler and BjStone.</b></p>	<p><b>Staff Meeting Time</b></p>	<p><b>Principal All Teachers and Support Staff ELA/MATH Curriculum Supervisors Data Specialist</b></p>	<p><b>Throughout the 2018-2019 school year.</b></p>
<p><b>6. Targeted small group reading groups will be held during Reading Instruction for Grades K-5. Scholastic Leveled Literacy books will be utilized for differentiated instruction.</b></p>	<p><b>Time PD Curriculum</b></p>	<p><b>Principal Grade Level Teachers ELA Curriculum Supervisors Data Specialist</b></p>	<p><b>Monthly throughout the 2018-2019 school year.</b></p>

<p>7. Resources and training will include but not limited to the following: -fresh reads -Read Alouds on a daily basis -Fluency bootcamp -AIMSWEB progress monitoring -Book Room Resources and Assessments -Envisions Check ins with formal and informal assessments -Trimester Benchmark Assessments using SchoolNet</p>	<p>Time Principal Teachers</p>	<p>Principal Teachers Data Specialist</p>	<p>Monthly throughout the 2018-2019 school year.</p>
<p>8. Dr. Susan Looney, Math Consultant, will coach and work with K-2 teachers on guided math instruction with an emphasis on number sense fluency.</p>	<p>Principal Teachers</p>	<p>Principal Teachers</p>	<p>3x during the school year 2018-2019</p>

**Action Plan: Professional Practice** Tiered Instruction and Adequate Learning Time

**Professional Practice Self - Assessment Results**

*Based on the Conditions for School Effectiveness, Effective Instruction Condition, Summary Indicator V: Student Assessment: The school uses a balanced system of formative and benchmark assessments and Indicator VIII: Tiered Instruction and Adequate Learning Time.*

*During the 2017 – 2018 school year, grade level teams will meet every six to eight weeks to evaluate student achievement, continued needs, and the effectiveness of the extra instruction. It is our goal in year two of this initiative that we continue to target students for whom instruction will be most beneficial; including but not limited to the expansion of the model to high achieving students.*

**Professional Practice Self-Assessment Results**

Social-Emotional learning ( SEL) describes the mindsets, skills, attitudes and feelings that help students succeed in school. Research shows that SEL is an important factor in boosting academic achievement.

**Professional Practice and School SMART Goal: By June of 2019, all teachers will have developed skills, knowledge, and resources to support students’ social-emotional outcomes.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Develop an assessment tool to receive baseline data about students’ social-emotional competencies and perceptions of how supported they are in their school environment.	time	Principal K-5 Teachers School Guidance Counselor School Adjustment Counselor Behavior Interventionist	July 2018 to June 2019
Staff discussions about the contents in order to develop a pilot program: Multi-Year Advisories which are project based, collaborative and develop a sense of belonging.	<u>Helping Children Succeed</u> and <u>The Behavior Code</u> <u>Edutopia website</u>	Grades K- 5 teachers Counselor Specialists Principal	September 2018 - June 2019
Incorporate mindfulness strategies into morning meeting and morning announcements. Mindfulness curriculum will be incorporated into classrooms as part of Second Step Curriculum with School Guidance Counselor.	Support/Resources from School/District	Counselor High School Staff	September 2018-June 2019

<p><b>Promote Positive Behavior through the use of daily positive “Paws” to students who show positive behavior through school wide expectations. A school wide incentive store will be developed for students to cash in their earned “Paw bucks”</b></p>	<p><b>School/District Resources Guidance/School Adjustment Counselor Behavioral Interventionist</b></p>	<p><b>Principal All School Wide Staff</b></p>	<p><b>September 2018-June 2019</b></p>
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*S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked*

**Action Plan: School Environment**

**School Environment Self Assessment Results**

*Community goal: Based on the Conditions for School Effectiveness Self-Assessment Standard X: Family-School Engagement: Indicator I: Strategic relationships: Leaders ensure that students, families, and community partners understand the school’s improvement plan and learning goals. Leaders strategically leverage family and community resources in service of these goals. The school actively overcomes barriers to family engagement and participation.*

**WEST CARES will be promoted throughout the school building. Through this, parent involvement will increase with participation in our WEST CARES School Assemblies.**

**School Environment SMART Goal:** By June 2019, the West School will promote CARES (Community, Acceptance, Responsibility, Empathy, and Self Control) through a Positive Behavior model that will decrease the amount of student discipline referrals by 25%. Parent participation in events will increase by 5%. School maintenance projects will be completed by 10%.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Meeting monthly on the CARES program.	Time	Principal, Assistant Principal, Staff	Ongoing once a month throughout the year. (2018-2019)
2. All School Assemblies that incorporates parent involvement every 6-8 weeks. Focus will be on character education and positive behavior.	Time	Principal, Staff, Parents	Ongoing throughout the year. (2018-2019)

<b>3. Teachers will spend time modeling all aspects of positive behavior in school building, to include cafeteria and recess.</b>	<b>Time</b>	<b>Principal, Staff Parents</b>	<b>September 2018</b>
<b>4. Videos will be created and shown during morning meeting/lunch times that demonstrate positive expectations of the school.</b>	<b>Time</b>	<b>Computer Teacher</b>	<b>September 2018</b>
<b>5. Promoting Positive Behavior and Kind Acts throughout the school community. “Wildcat” Bucks will be used for students demonstrating positive behavior.</b>	<b>Time</b>	<b>Principal, Staff</b>	<b>Ongoing throughout the year. (2018-2019)</b>
<b>6. Consistent use of Responsive Classroom techniques to include a 15 minute morning meeting each day.</b>	<b>Time, Staff</b>	<b>Principal, Staff</b>	<b>Ongoing throughout the year. (2018-2019)</b>
<b>7. Individual teachers will reward one student for a certificate during the all school meeting assembly that will relate to the theme of the month.</b>	<b>Staff, Principal</b>	<b>Principal, staff</b>	<b>Ongoing throughout the year. (2018-2019)</b>
<b>8. Principal will work with Family Engagement coordinator, PTO, and Family Engagement Liaison to promote family involvement in school.</b>	<b>Principal Family Engagement Coordinator</b>	<b>Principal Family Engagement Coordinator</b>	<b>Ongoing throughout the year. (2018-2019)</b>
<b>9. Principal will hold bi-monthly parent meetings (Principal Talks) during school year to encourage parent involvement and education of school.</b>	<b>Principal</b>	<b>Principal</b>	<b>On going throughout the school year. (2018-2019)</b>
<b>10. Weekly meetings will be held with Principal, Guidance, School Adjustment Counselor, and Behavior Interventionist to analyze and review Tier I practices for positive behavior. Students in need of Tier II and Tier III supports for Behavior will also be discussed.</b>	<b>Time</b>	<b>Principal Guidance School Adjustment Counselor Behavior Interventionist</b>	<b>Ongoing throughout the year. (2018-2019)</b>
<b>11. Attendance rewards will be given out on a monthly basis for students that have demonstrated perfect attendance.</b>	<b>Attendance rewards</b>	<b>Principal Guidance Counselor</b>	<b>Ongoing throughout school year. (2018-2019)</b>
<b>12. Partnership with Norfolk County Juvenile Court will be used for parent meetings with chronic truancy.</b>	<b>Time</b>	<b>Principal Norfolk County Juvenile Court Guidance Counselor</b>	<b>Ongoing throughout school year (2018-2019)</b>

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### **Bibliography**

1. Dweck, C. S. *Mindset: The New Psychology of Success*. New York. Ballantine Books, 2016.
2. Hehir, T. & Katzman L. *Effective Inclusive Schools: Designing Successful Schoolwide Programs*. San Francisco, CA. Josey-Bass, 2012.
3. Pitler, H. & Stone, Bj. *A Handbook for Classroom Instruction that Works*. Denver, Co. McRel, 2012.

**Wilkins Elementary School**  
**Aimsweb Data Results for School Year 2017-2018**  
**ELA and MATH West vs. Normative Data**











