

**STOUGHTON PUBLIC SCHOOLS**  
**JOSEPH R. DAWE, JR. ELEMENTARY SCHOOL**  
**School Improvement Plan**  
*2018 – 2019 School Year*

**School Council Members**

Robert C. Cancellieri, Principal, Co-Chair  
Andrea Grajeda, Parent  
Tamisha Civil, Parent  
Kristin Ricardo, Parent  
Robert J. Cancellieri, Community Member  
Amy Saraiva, Teacher, Co-Chair  
Cassandra Thibeault, Teacher, Secretary



*2018 National Autism Awareness Month Walk to School*

**Mission Statement**

*We commit to excellence in intellectual, physical, social, and emotional development.  
We respect individual differences and strive to reach our full potential.*

# Core Beliefs

## Diversity

*Accept and appreciate all members of our community.*

*Develop and provide relevant instruction that meets the unique and special learning needs of a diverse student population.*

## Respect and Responsibility

*Respect myself and others. Be responsible by making good choices. Be ready to learn every day. Practice empathy by showing I understand how others feel.*

## Achievement

*Commit to excellence in all areas of academics, and encourage high expectations for all.*

## Goals

*Set goals to develop lifelong learners and the well-being of each individual.*

## Opportunities

*Create opportunities for communication and collaboration among teachers, parents, and the community to promote a high level of involvement to ensure No Child is Left Behind.*

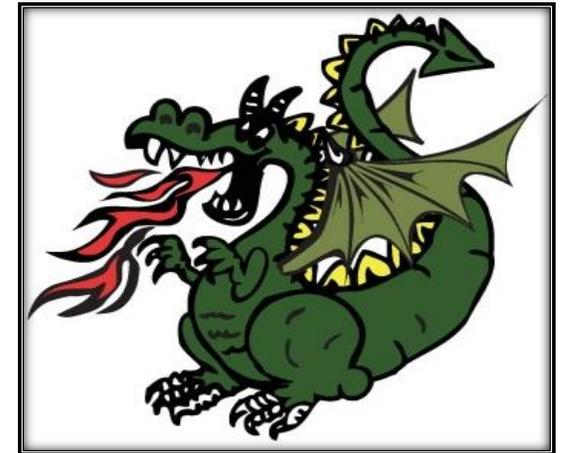
## Never give up!

*Never give up my desire to be successful.*

## Safety

*Commit to providing a safe and secure learning environment.*

*Commit to proactive discipline with clear expectations.*



## School Profile

The Joseph R. Dawe, Jr. 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 kindergarten, grade two, and five. There will be four classes in grade one and grade three. There will be two classes in grade four. Class sizes are projected to remain within the School Council recommendations for class size.

In addition to the regular education classrooms from kindergarten through fifth grade, there are three substantially separate Therapeutic Learning Center (TLC) classrooms that house students from across the district. The TLC program is designed for students with significant special needs that fall within the autism spectrum. The TLC II-A class services students from kindergarten through first grade. The TLC II-B student population is comprised of students from the second grade. The TLC III student population is comprised of students from third through fifth grade. Students in the TLC program often require support services in areas such as speech/language, occupational therapy, physical therapy, and counseling. Although the TLC classrooms are substantially separate programs, many of the students from these programs spend time within the instructional day in our regular education classrooms and integrate for special subjects.

In addition to the nineteen regular education teachers in kindergarten through fifth grades, there are two special education teachers, two reading teachers, one full-time guidance counselor, one full-time adjustment counselor, and nurse. Special subject teachers for art, music, physical education, computers, and a full-time library assistant complete the instructional staff.

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2017-18)			
Race	% of School	% of District	% of State
African American	26.3	21.5	9.0
Asian	8.1	6.3	6.9
Hispanic	12.9	10.8	20.0
Native American	0.0	0.2	0.2
White	47.3	56.1	60.1
Native Hawaiian, Pacific Islander	0.3	0.3	0.1
Multi-Race, Non-Hispanic	5.0	4.7	3.6
Enrollment by Gender (2017-18)			
	School	District	State
Male	188	1,854	489,172
Female	169	1,739	464,753
Total	357	3,593	954,034

Enrollment by Grade (2017-18)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	130	243	254	258	240	268	276	322	261	242	296	278	271	253	1	3,593
Joseph R Dawe Jr Elementary	0	69	60	68	48	56	56	0	0	0	0	0	0	0	0	357

Kindergarten Enrollment (2017-18)						
Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent
High Needs	26	0	0	26	26	100.0
Economically Disadvantaged	15	0	0	15	15	100.0
LEP English language learner	4					
Students with disabilities	12	0	0	12	12	100.0
African American/Black	18	0	0	18	18	100.0
Asian	2					
Hispanic or Latino	7	0	0	7	7	100.0
Multi-race, non-Hispanic or Latino	6	0	0	6	6	100.0
White	36	0	0	36	36	100.0

	School	District	State
Total # of Teachers (FTE)	28.5	305.7	73,419.7
% of Teachers Licensed	100.0	99.7	97.2
Student/Teacher Ratio	12.5 to 1	11.8 to 1	13.0 to 1

Sixty-four (64) students utilize special education services. This represents approximately 18% of our student population and includes students from across the district enrolled in the TLC programs. If the 19 students in the TLC programs were removed from the calculation of students, the percentage of students drops to 13%. Approximately 2% of students currently have Section 504 Plans. 5% have been identified as Limited English Proficient (LEP).

151 students currently qualify for and receive free or reduced lunch. This represents approximately 43% of the students enrolled at the Dawe School. This percentage has remained stable since last year. During the 2017 – 2018 school year, 45 students moved in to the Dawe School. These new students consist of 13% of the population.

Title	% of School	% of District	% of State
First Language not English	10.9	15.3	20.9
English Language Learner	5.3	6.8	10.2
Students With Disabilities	16.0	14.7	17.7
High Needs	46.2	43.0	46.6
Economically Disadvantaged	28.6	28.9	32.0

The Dawe School believes in the importance of frequent communication with the parents and 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, monthly Principal's Newsletters, postings on the @DaweDragons Twitter handle, website calendar, Swift K-12 phone calls and weekly emails are utilized to keep parents informed of special activities or events and 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 Dawe School is most fortunate to have a very active Parent-Teacher Organization that works very hard to support our students, staff, and school. The P.T.O. has enriched our school environment in many ways by providing additional resources for teachers, cultural presentations, field trips, after-school programs, enrichment programs, and family activities throughout the school year.

## Overview of Performance Indicators

Next Generation MCAS Tests 2017

Percent of Students at Each Achievement Level for Joseph R Dawe Jr. Elementary

Data Last Updated on October 18, 2017

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.Pct
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - READING	51	47	7	8	44	39	47	42	2	10	57	502.9	N/A	N/A	61
GRADE 03 - MATHEMATICS	63	49	9	7	54	42	32	38	5	13	57	505.9	N/A	N/A	73
GRADE 04 - ENGLISH LANGUAGE ARTS	53	48	14	7	39	41	35	42	12	10	51	502.2	46.0	48	61
GRADE 04 - MATHEMATICS	33	49	2	6	31	43	41	39	25	13	51	488.5	29.5	48	18
GRADE 05 - ENGLISH LANGUAGE ARTS	42	49	4	6	38	43	51	42	7	10	73	496.3	29.0	71	38
GRADE 05 - MATHEMATICS	37	46	3	7	34	39	53	44	10	10	73	496.0	48.0	71	37
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	48	49	8	7	40	42	45	41	7	10	181	500.0	38.0	119	52
GRADES 03 - 08 - MATHEMATICS	44	48	4	8	40	40	43	41	13	12	181	497.1	38.0	119	40

MCAS Tests of Spring 2017

Percent of Students at Each Achievement Level

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 05 - SCIENCE AND TECH/ENG	36	46	8	17	27	29	51	39	14	15	73	70.5	N/A	N/A

**\* Please see attached 2017 – 2018 AimsWeb Data \***

## **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 affective and a learning environment that is more effective.

The Dawe School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act of 1993, 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 behavior 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 receive more frequent feedback on their 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 ranges 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 19: 1 and grades 3-5 are 18.4: 1

### Ratios of students to other supportive adult resources

The total student enrollment is currently 357. The total number of support staff reading (2), special education inclusion (2), occupational therapists (1), physical therapist (.2) and speech therapist (1.6), art (.8), music (.9), computers (1), library assistant (1) and physical education (.8), adjustment counselor (1) and guidance counselor (1), is 13.3.

At this time, no plan is needed for reducing class size.

# 2018 – 2019 ACTION PLANS

## Element 1: Student Academic Performance

### Self-Assessment Results

*The Dawe School provides tiered instruction utilizing self-contained and leveled models. Teachers and support staff, which include a Literacy Specialist and an Academic Support Center Teacher, work together in the classroom for a portion of the RTI time. This has allowed the classroom teacher to continue the supports being utilized by the specialists throughout the school day. The analysis of AIMSweb Plus data has identified students for individualized and small group support. Students are also identified for Tier 3 Instruction, Academic Extended Day Support and tutoring support.*

**Student Academic Performance SMART Goal:** By Spring 2019, 85 % of students will maintain or exceed their established achievement growth using data from MCAS, AIMSweb, Foundations, NSGRA, district benchmarks, and/or any relevant data points pertaining to accuracy for both literacy and numeracy.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Resources/Training will include but not be limited to the following: <ul style="list-style-type: none"> <li>• Fresh Reads</li> <li>• Fluency Bootcamp (both for literacy and numeracy)</li> <li>• Foundations Unit Tests and Check-In's</li> <li>• AimsWeb Progress Monitoring (<i>Oral Reading Fluency</i> and <i>Number Sense Fluency</i>)</li> <li>• Book Room resources and assessments</li> <li>• EnVisions' Check-In's</li> <li>• EnVisions' formal and informal assessments</li> <li>• Trimester Benchmark assessments via SchoolNet</li> </ul>	Time, Access to Resources, Before/After School Programs, and Vacation Programs	Building Principal, Data, Intervention and Extended Learning Time Specialist, Humanities and STEM Curriculum Directors, RTI Staff, Dawe Staff	September 2018 – June 2019
2. With the District Data, Intervention and Extended Learning Time Specialist, reading staff and special education/grade-level representatives develop a student accountability sheet to make connection on all curriculum resources and assessments administered during the school year.	District Funding, Time	Building Principal, Data, Intervention and Extended Learning Time Specialist, Humanities and STEM Curriculum Directors, RTI Staff, Dawe Staff	September 2018 – June 2019

*S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked*

## Element 2: Professional Practice

### Professional Practice Self-Assessment Results

*The Dawe School staff participates in the Conducting Ourselves with Character initiative that was introduced in the 2017 school year. The initiative was designed to explicitly teach students character traits and how to incorporate them in their everyday actions. It is our hope that the daily use of these character traits will encourage the students to be responsible to themselves and others. However, we have noticed an increase in the number of students having social emotional difficulties that require a different approach to self-regulation. Social-Emotional (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 SMART Goal:** By June 2019, staff will be able to utilize consistent school determined strategies, tools, and interventions for supporting all students and their ability to access the curriculum to show individual success. Evidence will include lists of calming activities, use of taking responsibility for choices worksheet, ABA data sheets (*if used*).

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Staff will participate in a Book Study during our monthly staff meetings – <u>The Behavior Code</u> , by Jessica Minahan. Introduction and training on the use of Minahan’s data sheets suggested in her book will occur during our monthly staff meetings.	Time, <u>The Behavior Code</u> , by Jessica Minahan	Dawe Staff, Building Principal, District ABA Specialist	September 2018 – June 2019
2. Development of class calming activity kits.	Time, Sensory Items for Kits	Dawe Staff, Dawe Counseling Staff, Building Principal, District ABA Specialist, Data, Intervention and Extended Learning Time Specialist	September 2018 – June 2019
3. Development of a building based teacher support team whose function parallels BBST with a specific focus on SEL.	Time	Dawe Staff, Building Principal, District ABA Specialist, District Elementary Principals	September 2018 – June 2019
4. Consultation with district ABA Specialist	Time	Dawe Staff, Building Principal, Dawe Counseling Staff, District ABA Specialist	September 2018 – June 2019

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**Element 3: School Environment**

**School Environment Self-Assessment Results**

*In order to maintain a positive learning environment, the Dawe School will continue the school-wide initiative, Conducting Ourselves with Character. Each month will focus on a different character trait and assemblies/school-wide activities will be developed to “boost” the impact of this initiative.*

**Enhancement of School Environment SMART Goal:** By June 2019, the number of incident reports will decrease by 15% based on the total number of incidents recorded.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Review “Conducting Ourselves with Character” to all staff.	Time, Materials, FY19 Budget	Building Principal, Dawe Staff	September 2018 – June 2019
2. Incorporate the tenets of Conducting Ourselves with Character into all aspects of the students’ day; specials, recess, and lunch.	Time, Materials	Building Principal, Special Education Staff, Specialists, and all Dawe Staff Members	September 2018 – June 2019
3. Celebrate student success with monthly assemblies/meetings/presentation of character certificates.	Time	Building Principal, “Conducting Ourselves with Character” teacher leadership team	September 2018 – June 2019
4. Continue to accurately monitor and ensure that incident reports are recorded and filed.	Time, Incident Reports	Building Principal, Dawe Staff	September 2018 – June 2019
5. Develop a “Conducting Ourselves with Character” teacher leadership team to support this initiative.	Time, Materials, Volunteering Teachers	Building Principal, Volunteering Dawe Staff Members	September 2018 – June 2019

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