

STOUGHTON PUBLIC SCHOOLS
JOSEPH H. GIBBONS ELEMENTARY SCHOOL
School Improvement Plan
2014 -2015



School Council Members

Lynne Jardin – Principal
Ken Kalen – Assistant Principal/Teacher
Suzanne Craig – Parent
Daniel McGowan – Parent
Thomas Recuperio – Community Member
Steve Simolaris – Adjunct Member

Mission Statement

The mission of the Joseph H. Gibbons Elementary School is to educate our students to the best of our ability and to develop in them a desire to become life-long learners by providing a challenging and stimulating instructional program that emphasizes the worth of each individual and allows the children to experience success academically, socially, and emotionally through a cooperative effort between home, school and community.

Core Values

The Gibbons Elementary School represents and practices the following core values;

Generosity, Effort, Safety

School Profile

The Gibbons School has a diverse population of 359 students ranging from kindergarten to fifth grade. For the 2014 -2015 School year, we anticipate three classes at all grade levels K -5. Class sizes range from 17 – 23 students.

In addition to our regular education population, there are two substantially separate Learning Center (LC -1, LC -2) classrooms that service students from across the district. The LC classrooms were designed for students with cognitive learning delays. The programs serve students from kindergarten to grade 5. The students in these programs require support services in the areas of speech/language, occupational therapy, physical therapy and counseling. The students are integrated with regular education classmates for specials, lunch and where appropriate, for academic instruction.

In addition to our regular education staff, our support staff includes, 2 academic support special education teachers, 1.5 reading teachers, full time guidance counselor, .8 adjustment counselor, full time OT, part time PT and a full time nurse. Special subject teachers for art, music, physical education and technology are .8 and with a full time library assistant which completes the instructional staff.

The enrollment ethnicity breakdown is as follows:

Enrollment by Race/Ethnicity (2013-14)			
Race	% of School	% of District	% of State
African American	9.1	18.5	8.7
Asian	2.7	4.8	6.1
Hispanic	4.7	7.2	17.0
Native American	0.0	0.1	0.2
White	78.3	66.8	64.9
Native Hawaiian, Pacific Islander	0.0	0.3	0.1
Multi-Race, Non-Hispanic	5.2	2.3	2.9

Enrollment by Gender (2013-14)			
	School	District	State
Male	196	1,889	489,422
Female	168	1,762	466,317
Total	364	3,651	955,739

	School	District	State
Total # of Teachers	27.6	288.5	70,489.3
% of Teachers Licensed in Teaching Assignment	100.0	100.0	97.6
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	13.2 to 1	12.7 to 1	13.6 to 1

Sixty -six students utilize special education services. This represents approximately 18% of our student population and includes students from across the district enrolled in the LC programs. When the students in the LC program are disaggregated from the data, the percentage drops to 15%. 4% of our students are currently on a Section 504 Plan. 3% have been identified as Limited English Proficient (LEP) and 23% are eligible for free or reduced lunch.

Overview of Performance Indicators

MCAS Tests of Spring 2013: Percent of Gibbons Elementary Students at each Performance Level

Grade and Subject	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning/ Failing	Included	CPI	SGP	Included in SPG
	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL				
READING	66	22	43	31	3	58	87.1	N/A	N/A
GRADE 03 - MATHEMATICS	78	45	33	16	7	58	88.4	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	55	11	44	32	13	71	81.0	51.0	69
GRADE 04 - MATHEMATICS	46	17	29	46	8	72	77.4	46.5	70
GRADE 05 - ENGLISH LANGUAGE ARTS	65	29	36	21	14	72	80.9	58.0	71
GRADE 05 - MATHEMATICS	65	34	31	15	20	71	77.1	61.5	70
GRADE 05 - SCIENCE AND TECH/ENG	55	18	37	28	17	71	76.8	N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - ENGLISH LANGUAGE ARTS	62	21	41	28	10	201	82.7	54.0	140
ALL ELEMENTARY SCHOOL GRADES - MATHEMATICS	62	31	31	26	12	201	80.5	54.0	140
ALL ELEMENTARY SCHOOL GRADES - SCIENCE AND TECH/ENG	55	18	37	28	17	71	76.8	N/A	N/A

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's behavior 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 Gibbons School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act, increases the diversity 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: 17 to 21 students.
2. Primary grade classes 2 and 3: 18 to 23 students.
3. Intermediate classes 4 and 5: 18 to 23 students.
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 Plan (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 20: 1 and grades 3-5 are 17:1

Ratios of students to other supportive adult resources

Total student enrollment is currently 359. Total number of support staff: reading (1.5), academic support (2), occupational therapists, physical therapist and speech therapist, art, music, computers, library and physical education, adjustment counselor and guidance counselor.

2014 – 2015 ACTION PLANS

Element 1: Professional Development

Professional Development Self Assessment Results

Based on the Conditions for School Effectiveness summary, strengths in professional development include Bill Atwood workshops, Cheryl Bromley-Jones workshops, Discovery Science workshops and having an in house technology trainer. High priority concerns include supports for differentiated instruction such as training and staffing, as well as pulling staff from classrooms for training.

Professional Development SMART Goal: Provide PD opportunities to staff on how and when to differentiate instruction. The goal will be evaluated by reviewing AIMS web data in winter and spring and through progress monitoring.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Schedule professional development opportunities for differentiated instruction.	Time, computer lab availability	Assistant Superintendent, Administrative team	July 2014
2. Schedule training sessions to develop differentiated instruction strategies to be used in the classroom.	Time, computer lab availability	Tech trainer, reading teacher	September, October, November 2014
3. Schedule training to develop professional learning communities to share best practices among the grade level and with support staff.	Time, AIMSweb data	Principal, Classroom teacher, Reading teacher, academic support center teacher	September, October, November 2014

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

Element 2: Enhancement of Parental Involvement

Parent Involvement Self Assessment Results

The Gibbons School offers many opportunities for families to become involved in their child’s school experience including Back to School Night, classroom volunteerism, Parent/Teachers Association, School Council, School Assemblies, Field Days and multiple events requiring volunteers or chaperones. Based on the data from the Ready School Assessment, the school scored 2.84 out of 4.00 for Family, School, and Community Partnerships, specifically in the Communication Category with a score of 3.62.

Enhancement of Parental Involvement SMART Goal: Increase parent involvement and to provide monthly parent workshops in partnership with the Parent Engagement Center. The goal will be evaluated using attendance sheets to track participation.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. The principal, PTA Executive Board and Parent Liaison will develop a plan for increasing parent involvement.	Space	Principal, PTA members, parent liaison, parents	September/October 2014
2. Send reminders and agenda for monthly PTA meetings.	Space, One Call Now	Principal, PTA President	Monthly from 9/14 – 6/15
3. Parent Liaison will prepare Welcome Kits for all new families throughout the year.	Time, district notices, Gibbons School folder, agenda	Principal, Parent Liaison	September – April 2015
4. Parent Liaison will contact new kindergarten families to welcome them to the school.	Space, phone, list of families	Principal, Parent Liaison	September 2014

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Element 3: School Safety and Discipline

School Safety and Discipline Self Assessment Results

The Gibbons School maintains a Crisis Response Team consisting of nine members including the principal, assistant principal and staff members. School safety plans are in place for specific drills such as shelter-in-place, quick entry, and fire drills. Drills are performed as recommended. In order to better prepare the school, procedures will be updated and documented for the staff and a flow chart delegating specific responsibilities to each member of the Crisis Response Team will be created.

School Safety and Discipline SMART Goal: Document and distribute the Crisis Response Teams responsibilities and roles as well as provide the staff with updated safety procedures.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Document and distribute school safety procedures.	Time	Principal, Crisis Team	October 2014
2. Schedule crisis team meetings three times throughout the year	Time	Principal, Crisis Team	Fall 2014, Winter 2015, Spring 2015
3. Schedule follow-up training ALICE training for staff.	Time	Principal	Fall 2014

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Element 4: School Environment

School Environment Self Assessment Results

One of the strengths of the Gibbons School is the Engaging Environment. Based on the data from Ready School Assessment, in the sub areas of Safety and Health, Materials, and Classroom Climate, we scored 4 out of 4. In the area of Active Learning, we scored 3 out of 4. The challenge remains with balancing time for instruction with time to create whole school initiatives that celebrate student achievement in a variety of curricula areas. Students exhibiting social emotional difficulties continue to present a challenge both in and out of the classroom.

School Environment SMART Goal: Establish a school-wide approach to deal with distractions that interfere with students’ time on learning. The goal will be evaluated using the tracking sheets and decreased numbers of incident reports.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Continue the school-wide behavior and consequence guide.	Time	Principal, staff	September 2014
2. Retrain staff on the use of the school-wide behavior log/incident report.	Time	Staff, principal	September 2014
3. Collect school-wide incidence data for evaluation in determining internal and external interventions that should be considered.	Time	Principals, Special Education Director, Staff	September 2014 – June 2015
4. Record and analyze grade level data on incidences on a monthly basis to assess new protocol.	Time	Principal, Special Education Director, BSBA, guidance and adjustment counselors, school psychologist, nurse, other SPED staff as needed.	September 2014 – June 2015
5. Incorporate common language across all school settings from the Second Step program to promote social-emotional competence and self –regulation.	Time, posters	Principal, counselors	September 2014

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Element 5: Extra – Curricular Activities

Extra – Curricular Activities Self Assessment Results

The Gibbons School continues to provide the following afterschool and at home programs; After School PE program – Dream Team, Chess Club, Homework Clubs, Lexia Reading and Study Island. The challenge with Lexia Reading and Study Island are that they are worked on at home making it difficult for some students to participate or have adult supervision.

Extra – Curricular Activities SMART Goal: Continue the modular extended day program to address the academic needs of our students utilizing AIMS web testing to determine growth. The program will be reviewed annually to assess its effectiveness and efficiency.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Offer before school Academic Extended Day to all students in grades 2 -5 in the areas of ELA and math.	Time, funding, staffing	Principal, staff	October 2014 – June 2015
2. Offer four one hour stipends of \$25 per session to staff members who are appointed as the Academic Extended Day teachers.	39 weeks/ 156 hours \$3900	Principal, staff	October 2014 – June 2015
3. Offer one hour after school tutoring session for students in grades K -5 at \$25 per hour.	Time Funding, staffing	Principal, staff	October 2014 – June 2015
4. Support parents who are willing to start afterschool clubs such as the Coding Club.	Time, space	Principal, parents	October 2014 – June 2014

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Element 6: Diverse Learning Needs

Diverse Learning Needs Self Assessment Results

The Gibbons School was categorized as a level 3 focus school – our special education subgroup was among the lowest performing 20% of subgroups. According to the 2013 MCAS results, the Gibbons’ performance is low relative to other elementary schools in Stoughton and its growth is moderate. ELA growth is above that of the state while below the district. Math growth is above the district but below the state. Both remain in the typical range between 40 and 60%.

Diverse Learning Needs SMART Goal: Analyze spring 2014 MCAS and fall 2014 AIMS web data to identify students in need of additional support to increase growth and performance. The goal will be evaluated utilizing student growth data from AIMS web at mid and end of year.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Utilize results of the Data Action Planning Day, in which ELA and math plans will be developed, to guide differentiated instruction.	Time	Principal, staff, Title 1 Specialist, DSAC	Fall 2014
2. Identify students in warning for placement on Students Success Plans and implement supports to increase achievement..	Time	Reading teachers, Academic Support teachers, staff	September 2014
3. Identify students bordering on advanced and implement supports to increase achievement.	Time	Reading teachers, Academic Support teachers, staff	September 2014

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Element 7: Wellness

Self Assessment Results

The Gibbons School currently has a Wellness Committee that meets three times a year. It has implemented a walking program at recess, two Walk to School Days and supports the recommendations of the District Wellness Committee.

SMART Goal: To continue the partnership with the Reebok and YMCA sponsored, before school physical fitness program BOKS, and utilize the activities during recess. The program will be reviewed annually for effectiveness, participation and carry over into recess time.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Identify parents to receive training as volunteers for the BOKS program.	Time, space	Reebok staff, Parent volunteers	Fall 2014
2. Continue to participate in the Walk to School program with the Massachusetts Department of Transportation.		Principal, staff, parents, students	Fall 2014, Spring 2015

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