

**STOUGHTON PUBLIC SCHOOLS**  
**JOSEPH R. DAWE, JR. ELEMENTARY SCHOOL**  
**School Improvement Plan**  
*2019 – 2020 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  
Jennifer Jacobs, Teacher, Co-Chair  
Cassandra Thibeault, Teacher, Secretary



**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 350 students. For the 2019 – 2020 school year, there will be three classes in kindergarten, first grade, and third grade. There will be four classes in grade two and grade four. There will be two classes in grade five. 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, third and fourth grade. The TLC III student population is comprised of students from fourth 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 (2018-19)			
Race	% of School	% of District	% of State
African American	28.5	23.2	9.2
Asian	8.6	6.2	7.0
Hispanic	13.8	11.7	20.8
Native American	0.0	0.1	0.2
White	42.9	53.4	59.0
Native Hawaiian, Pacific Islander	0.3	0.3	0.1
Multi-Race, Non-Hispanic	5.8	5.1	3.8

Enrollment by Gender (2018-19)			
	School	District	State
Male	184	1,803	487,594
Female	163	1,697	463,816
Total	347	3,500	951,631

Enrollment by Grade (2018-19)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	119	234	237	251	259	250	263	277	312	259	238	272	266	260	3	3,500
Joseph R Dawe Jr Elementary	0	52	65	59	67	45	59	0	0	0	0	0	0	0	0	347

Kindergarten Enrollment (2018-19)						
Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent
All Students	52	0	0	52	52	100.0
High Needs	19	0	0	19	19	100.0
Economically Disadvantaged	9	0	0	9	9	100.0
Students with disabilities	9	0	0	9	9	100.0
African American/Black	13	0	0	13	13	100.0
Asian	3					
Hispanic or Latino	12	0	0	12	12	100.0
Multi-race, non-Hispanic or Latino	4					
White	20	0	0	20	20	100.0

	School	District	State
Total # of Teachers (FTE)	28.2	298.0	73,878.0
Student/Teacher Ratio	12.3 to 1	11.7 to 1	12.9 to 1
% of Teachers Licensed	100.0	100.0	97.3

Seventy-five (75) students utilize special education services. This represents approximately 22% of our student population and includes students from across the district enrolled in the TLC programs. If the 24 students in the TLC programs were removed from the calculation of students, the percentage of students drops to 15%. Approximately 3% of students currently have Section 504 Plans. 7% have been identified as Limited English Proficient (LEP).

122 students currently qualify for and receive free or reduced lunch. This represents approximately 37% of the students enrolled at the Dawe School. This percentage has remained stable since last year. During the 2018 – 2019 school year, 37 students moved in to the Dawe School. These new students consist of 11% of the population.

Title	% of School	% of District	% of State
First Language not English	10.7	15.6	21.9
English Language Learner	5.2	6.3	10.5
Students With Disabilities	16.4	16.2	18.1
High Needs	44.1	44.7	47.6
Economically Disadvantaged	24.5	28.5	31.2

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

2018 Official Accountability Report (*Next-Generation MCAS Average Composite Scaled Score*)

Detailed Data for Each Indicator - Joseph R Dawe Jr. Elementary

### Accountability Information

<b>Overall classification</b>	Not requiring assistance or intervention
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<b>Reason for classification</b>	Partially meeting targets
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<b>Progress toward improvement targets</b>	<b>Accountability percentile</b>
61% - Partially meeting targets	36

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	500.0	504.0	4.0	501.5	154	4	Exceeded Target
Lowest Performing	479.5	480.5	1.0	485.0	24	2	Improved Below Target
High needs	495.4	498.1	2.7	497.2	82	4	Exceeded Target
Econ. Disadvantaged	497.6	497.7	0.1	498.9	50	2	Improved Below Target
EL and Former EL	-	-	-	-	20	-	-
Students w/ disabilities	485.9	485.6	-0.3	487.7	31	1	No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	17	-	-
Afr. Amer./Black	491.1	496.3	5.2	492.7	41	4	Exceeded Target
Hispanic/Latino	-	-	-	-	18	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	502.5	506.8	4.3	504.2	71	4	Exceeded Target

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							<a href="#">About the Data</a>
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	497.1	497.4	0.3	498.6	154	2	Improved Below Target
Lowest Performing	466.9	472.4	5.5	469.9	24	4	Exceeded Target
High needs	491.4	491.8	0.4	493.0	82	2	Improved Below Target
Econ. Disadvantaged	489.9	490.0	0.1	490.9	50	2	Improved Below Target
EL and Former EL	-	-	-	-	20	-	-
Students w/ disabilities	481.9	480.2	-1.7	483.7	31	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	17	-	-
Afr. Amer./Black	488.3	488.5	0.2	490.6	41	2	Improved Below Target
Hispanic/Latino	-	-	-	-	18	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	497.2	499.2	2.0	498.9	71	3	Met Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							<a href="#">About the Data</a>
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	70.5	68.6	-1.9	73.2	55	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	62.5	62.1	-0.4	65.9	33	1	No Change
Econ. Disadvantaged	-	-	-	-	24	-	-
EL and Former EL	-	-	-	-	4	-	-
Students w/ disabilities	-	-	-	-	13	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	4	-	-
Afr. Amer./Black	-	-	-	-	15	-	-
Hispanic/Latino	-	-	-	-	8	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	72.9	73.0	0.1	75.7	25	2	Improved Below Target

***Please see Preliminary Spring 2019 MCAS Achievement Information Attached***

## **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 14 to 19.
2. Primary grade classes, 2 and 3, that range in size from 14 to 18.
3. Intermediate classes, 4 and 5, that range in size from 14 to 22.
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 16.1: 1 and grades 3-5 are 17.1: 1

### Ratios of students to other supportive adult resources

The total student enrollment is currently 342. 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.

# 2019 - 2020 ACTION PLANS

## Element 1: Student Academic Performance

### Self-Assessment Results

*As part of the SPS district's triennial plan, the elementary schools will participate in data review and analysis, as well as the development of appropriate data collection tools.*

### Student Academic Performance SMART Goal:

By June 2020, teachers will engage in data analysis of students' work to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs through the use of trimester data meetings.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Schedule grade-level meetings devoted to analyzing student data and developing next step plans for students.	Time	Dawe Staff, Building Principal	September 2019 – June 2020
Develop a script, norms, and protocols to guide PLCs and data team meetings.	Time	Dawe Staff, Building Principal	September 2019 – June 2020
Provide appropriate training to staff on accessing and analyzing data.	Time, Materials	Dawe Staff, Building Principal, Data and Extended Learning Time Specialist	September 2019 – June 2020
Explore different protocols for examining assessment data ( <i>i.e. reviewing and analyzing student work</i> ).	Time, Materials	Dawe Staff, Building Principal, and Curriculum Coordinators as appropriate	September 2019 – June 2020

*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 has implemented a dually functioning computer classroom that serves as both a lab and a makerspace. Through our school fundraisers, our PTO has provided equipment and supplies to support the monthly STEM activities and the district was able to assist with the replenishing of these supplies via our school budget. With the implementation of the Learning Commons, the STEM opportunities will expand and a partnership will be formed between our computer lab and our library to support the district STEM initiatives.*

**Professional Practice SMART Goal:** By June 2020, students will participate in monthly STEM projects incorporating grade-level science standards, the engineering by design process, and hands-on experiences through the use of the STEM room, computer lab/Makerspace and or the Learning Commons.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Continued development of the Learning Commons & Makerspace.	Time, Equipment	Dawe Staff, Building Principal, Director of Technology	September 2019 – June 2020
2. Implementation of a Professional Learning Community (PLC) of library assistants and computer staff to develop a program to incorporate the Learning Commons and computer spaces.	District Funding, Early Release Dates	Dawe Staff, Building Principal, Director of Technology	September 2019 – June 2020
3. Implementation of a sign-up chart for the use of the Learning Commons when available.	Time, Equipment	Dawe Staff, STEM Liaisons, Building Principal	September 2019 – June 2020
4. Designate agenda items during each monthly staff meeting to discuss updates of progress with the Learning Commons development and implementation.	Time	Dawe Staff, Building Principal	September 2019 – June 2020

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### Element 3: School Environment

#### School Environment Self-Assessment Results

*Over the past three years, the Dawe School student body has become increasingly more diverse across all demographic areas. Although the student body has become more diverse, the teaching population at the Dawe has remained the same. In order to best support the staff more professional development opportunities are needed that address cultural competence. Results from recent School Council Surveys indicate parental concerns in the area of cultural competence.*

**Enhancement of School Environment SMART Goal:** By June 2020, the Dawe School will expand its programs that celebrate the cultures of our increasingly more diverse student body.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
1. Review the major tenets to “Cultural Competence” with all staff.	Time, Materials, FY19 Budget, <i>Cultural Proficiency – A Manual for School Leaders</i>	Building Principal, Dawe Staff	September 2019 – June 2020
2. Incorporate the tenets of “Cultural Competence” into all aspects of the students’ day; specials, recess, and lunch.	Time, Materials, <i>Cultural Proficiency – A Manual for School Leaders</i>	Building Principal, Special Education Staff, Specialists, and all Dawe Staff Members	September 2019 – June 2020
3. Develop a “Cultural Competence” teacher leadership team to support this initiative.	Time	Building Principal, Dawe Staff	September 2019 – June 2020
4. Plan for and hold a school community event that celebrates the diversity that exists within our school ( <i>i.e. potluck dinner</i> ).	Time, Materials	Building Principal, Dawe Staff, Dawe Parents	September 2019 – June 2020
5. Schedule a school-wide assembly that exemplifies cultural diversity through song, dance, or drama.	Time, Materials	Building Principal, PTO Board, School Council	September 2019 – June 2020

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#### Element 4: School Environment

##### School Environment Self-Assessment Results

*In order to continue 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 2020, 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 2019 – June 2020
2. Continue to 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 2019 – June 2020
3. Celebrate student success with monthly assemblies/meetings/presentation of character certificates.	Time	Building Principal, “Conducting Ourselves with Character” teacher leadership team	September 2019 – June 2020
4. Continue to accurately monitor and ensure that incident reports are recorded and filed ( <i>utilize an electronic submission platform via Google Forms</i> )	Time, Incident Reports	Building Principal, Dawe Staff	September 2019 – June 2020
5. Continue work with the Dawe School “Conducting Ourselves with Character” teacher leadership team to support this initiative.	Time, Materials, Volunteering Teachers	Building Principal, Volunteering Dawe Staff Members	September 2019 – June 2020

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