

STOUGHTON PUBLIC SCHOOLS
RICHARD L. WILKINS ELEMENTARY
School Improvement Plan
2019 -2020 School year



“READY FOR FIELD DAY” JUNE, 2019

School Council Members

Kathleen Monahan – Principal
Laurie Higgins – Assistant Principal/Teacher
Marguerite O’Hara – Staff Representative
Amy Quealy – ELE Coordinator
Sue Lyons – Community Representative

Bartlomiej Banburski - Parent Representative
John Chow – Parent Representative
Danielle Gallan – Parent Representative
Aline Goularte – Parent Representative
Danielle Grant – Parent Representative
Monica Oliveira – Parent Representative
Ihuoma Owunwanne – Parent Representative
Mark Struck - Parent Representative

Vision Statement

Wilkins Elementary School is a place where every student is achieving at his or her maximum potential in an engaging, inspiring, and inclusive learning environment; where parents, teachers and community members are partners in the learning process in order to foster the best in the whole child.

Wilkins Elementary School is a place where students and staff are respectful and kind, and actively engaged in learning.

Core Values

Be Safe

Be Respectful

Be Responsible

School Profile

Wilkins Elementary School has a diverse kindergarten through fifth grade student population of approximately 300 students. For the 2019– 2020 school year, there will be three classes in grades k-5. Class size ranges from 17-21.

Wilkins Elementary School is a Title I school and the magnet school for the district's EL program. In addition to the regular education program, students from kindergarten through grade 5 that qualify for EL services, receive direct services for language acquisition from certified EL teachers.

In addition to the eighteen highly qualified 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 three full time EL teachers, two full time special education teachers, two full time reading specialists, one full time math specialist, a full time guidance counselor, a full time adjustment counselor, a full time nurse, a part time speech and language teacher, and two part time occupational therapists. 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 Wilkins.

Enrollment

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	24.4	23.2	9.2
Asian	4.6	6.2	7.0
Hispanic	21.5	11.7	20.8
Native American	0.3	0.1	0.2
White	42.7	53.4	59.0
Native Hawaiian, Pacific Islander	0.0	0.3	0.1
Multi-Race, Non-Hispanic	6.6	5.1	3.8

Enrollment by Gender (2018-19)			
	School	District	State
Male	178	1,803	487,594
Female	171	1,697	463,816
Total	349	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
Richard L. Wilkins Elementary School	28	46	50	55	54	57	59	0	0	0	0	0	0	0	0	349

Kindergarten Enrollment (2018-19)						
Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent
All Students	46	0	0	46	46	100.0
High Needs	29	0	0	29	29	100.0
Economically Disadvantaged	20	0	0	20	20	100.0
LEP English language learner	11	0	0	11	11	100.0
Students with disabilities	4					
African American/Black	7	0	0	7	7	100.0
Asian	4					
Hispanic or Latino	10	0	0	10	10	100.0
Multi-race, non-Hispanic or Latino	4					
White	21	0	0	21	21	100.0

Teacher Data

	School	District	State
Total # of Teachers (FTE)	32.9	298.0	73,878.0
Student/Teacher Ratio	10.6 to 1	11.7 to 1	12.9 to 1
% of Teachers Licensed	100.0	100.0	97.3

Selected Populations

Currently, approximately 115 students utilize EL services. This is approximately $\frac{1}{3}$ of our school's population and includes students from across the district enrolled in the EL program housed at the school. Of this population, approximately 70 of these students reside within the Wilkins district. 12% of our students utilize special education services with 3 of our students currently on a Section 504 Plan. With almost 50% of our population considered Economically Disadvantaged, Wilkins Elementary has the designation of being a Title I school.

Title	% of School	% of District	% of State
First Language not English	31.8	15.6	21.9
English Language Learner	24.4	6.3	10.5
Students With Disabilities	12.3	16.2	18.1
High Needs	66.8	44.7	47.6
Economically Disadvantaged	47.6	28.5	31.2

Overview of Performance Indicators

Percent of Students at each achievement level for Richard L. Wilkins Elementary School

Last updated by dese on September 27, 2019

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SG P	Include d in Avg.SG P	Ach.Pct I
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	52	56	4	10	48	46	37	36	12	8	52	500.1	N/A	N/A	30
GRADE 03 - MATHEMATICS	50	49	6	9	44	40	37	38	13	13	52	498.4	N/A	N/A	45
GRADE 04 - ENGLISH LANGUAGE ARTS	43	52	12	9	31	43	55	39	2	9	51	503.3	46.2	45	54
GRADE 04 - MATHEMATICS	39	50	4	8	35	41	51	39	10	12	51	495.3	40.9	47	33
GRADE 05 - ENGLISH LANGUAGE ARTS	59	52	15	7	44	45	24	39	17	9	54	503.6	61.8	53	57
GRADE 05 - MATHEMATICS	61	48	7	6	54	43	37	42	2	10	54	503.2	68.8	53	65
GRADE 05 - SCIENCE	52	49	7	8	44	40	35	39	13	12	54	498.0	N/A	N/A	42
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	52	52	10	10	41	42	38	37	10	11	157	502.3	54.6	98	50
GRADES 03 - 08 - MATHEMATICS	50	49	6	9	45	40	41	39	8	12	157	499.1	55.7	100	48
GRADES 05 & 08 - SCIENCE	52	48	7	8	44	39	35	40	13	12	54	498.0	N/A	N/A	42

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	44%	84%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	68%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	2	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	60.0	6	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	20.0	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		9.1	9.6	-	5.6	7.6	-
Percentage of possible points		95%		-	74%		-
Criterion-referenced target percentage		84%					

Parent Engagement

Wilkins Elementary 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, SwiftK-12 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.

Wilkins Elementary School encourages parents to serve in a number of volunteer roles within our classrooms and the school. Wilkins Elementary School is fortunate to have a 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. Additionally, Wilkins Elementary School has an active Parent Engagement Program. This is run by the parent engagement liaison.

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 effective and a learning environment that is more effective.

Wilkins Elementary 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 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 19:1 and grades 3-5 are 22:1

Ratios of students to other supportive adult resources

The total student enrollment is currently 298.

Total number of support staff: reading (2), math (1), academic support (2), 2 occupational therapists (.4/each), speech therapist (.8), art (.8), music (.8), computers (.8), library assistant (.8), physical education (.8), adjustment counselor (1), and guidance counselor (1).

2019 – 2020 ACTION PLANS

Element 1: Student Academic Performance

Student Academic Performance Self-Assessment Results

As part of the 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	Wilkins Staff, Building Principal	September 2019 - June 2020
Develop a script, norms, and protocols to guide PLCs and data team meetings.	Time	Wilkins Staff, Building Principal	September 2019 - June 2020
Provide appropriate training to staff on accessing and analyzing data.	Time, Materials	Wilkins Staff, Building Principal, Data and Extended Learning Time Specialist	September 2019 - June 2020
Explore different protocols for examining assessment data (ie. reviewing and analyzing student work).	Time, Materials	Wilkins 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

Wilkins Elementary School has begun the implementation of a dual functioning computer classroom and library space that both serve as labs and maker-spaces. Additionally, our STEM Leadership Team organizes monthly STEM activities. 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 computer lab, and/or the Learning Commons.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Continued development of the Learning Commons & Makerspace.	Time, Equipment	Wilkins Staff, Building Principal, Director of Technology	September 2019 – June 2020
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	Wilkins Staff, Building Principal, Director of Technology	September 2019 – June 2020
Implementation of a rotating schedule so each class can visit the Technology Lab and the Learning Commons.	Time, Equipment	Wilkins Staff, STEM Liaisons, Building Principal	September 2019 – June 2020
Designate agenda items during each monthly staff meeting to discuss updates of progress with the Learning Commons development and implementation.	Time	Wilkins Staff, Building Principal	September 2019 – June 2020

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Element 3: School Environment

School Environment Self-Assessment Results

Wilkins School continues to be diverse across all demographic areas. Although the student body continues to be diverse, the teaching population at the Wilkins 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 concerns in the area of cultural competence.

School Environment SMART Goal:

By June 2020, the Wilkins School will expand its programs that celebrate the cultures of our diverse student body.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
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, Wilkins Staff	September 2019 – June 2020
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 Wilkins Staff Members	September 2019 – June 2020
Develop a “Cultural Competence” teacher leadership team to support this initiative.	Time	Building Principal, Wilkins Staff	September 2019 – June 2020
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, Wilkins Staff, Wilkins Parents	September 2019 – June 2020
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 maintain a positive learning environment, and in an effort to adequately meet the social emotional needs of the students, Wilkins Elementary School will implement the Zones of Regulation, a curriculum designed to foster self-regulation and emotional control.

School Environment SMART Goal:

By June 2020, the number of office referrals will decrease by 20% as compared to those reported in the previous year.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Review and discuss the major tenets of “The Zones of Regulation”; go on site visit to see Zones in action	Time, Materials, FY19 Budget, <i>The Zones of Regulation – A Curriculum to Foster Self-Regulation and Emotional Control</i>	Building Principal, Wilkins Staff	September 2019 – June 2020
Introduce “The Zones of Regulation” lessons in all grades on a bi-weekly basis; including lessons on using and incorporating the “Calm Down Center” and “Calm Box” with all students	Time, Materials, <i>The Zones of Regulation – A Curriculum to Foster Self-Regulation and Emotional Control</i>	Building Principal, Wilkins Staff	September 2019 – June 2020
Incorporate the tenets of “The Zones of Regulation” into all aspects of the students’ day; specials, recess, and lunch.	Time, Materials, <i>The Zones of Regulation – A Curriculum to Foster Self-Regulation and Emotional Control</i>	Building Principal, Special Education Staff, Specialists, and all Wilkins Staff Members	September 2019 – June 2020
Continue to accurately monitor and ensure that incident reports are recorded and filed	Time	Building Principal, Wilkins Staff	September 2019 – June 2020

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