

Clyde Reeves Elementary School Woburn, MA



School Improvement Plan 2017- 2018

**Principal: Dr. Bobbie Finocchio
Assistant Principal: Paul Monaco**

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CLYDE REEVES ELEMENTARY SCHOOL

School Improvement Plan

2017- 2018

Statement from the Principal

Reeves Elementary School is a vibrant school with amazing students, excellent teachers, and has an engaged community of families. I am proud to serve as the instructional leader of this community of learners. Also, I am eager to present and collaboratively work towards the goals outlined in this School Improvement Plan. With a shared vision and identified priorities for continued school improvement, the following plan illustrates goals, which focus on collaboration, equity for all, and community building.

With help from the School Site Council and the community of learners, patterns and trends have guided the goal development and refinement for the 2017-2018 school year, as well as report on the status of last year's goals. It is through a strong collaborative commitment to improvement and data driven assessment of goals and objectives that Reeves will continue to make improvements.

Our work to articulate and refine our shared vision is ongoing, and demands an "all hands on deck" approach. Our goals will be reached when all stakeholders participate in the learning and growth of our students. The school improvement plan will serve as a living and evolving document, a road map that will lead us towards improved excellence. Additionally, this plan fosters healthy transparency between the school, families, and community. We are committed and accountable for the goals and objectives within this plan. I am confident that as a learning community, our school improvement plan will represent and guide us to cultivate a culture of student success and high levels of achievement.

Sincerely,

Bobbie Finocchio, Ed.D, M.Ed, MAT
Principal

Reeves Vision Statement

The vision of Reeves Elementary School, in collaboration with our community, families and students, we are committed to providing a safe, healthy, and nurturing learning environment. Our purpose is to provide high quality educational opportunities for all students. We expect all students to achieve at high levels, both the academically and socially and learn the necessary skills to be contributing members of our local and global community.

Background of the Council and its Operations

The Reeves Elementary School Site Council was formed in accordance with Massachusetts General Law, Section 59C of the Education Reform Act of 1993, which states that:

At each public elementary, secondary and independent vocational school in the commonwealth there shall be a school council consisting of the school principal, who shall co-chair the council; parents of students attending such school, who will be chosen in elections held by the recognized parent-teacher organization under the direction of the principal...teachers who shall be selected by the teachers in the school; other persons, not parents or teachers of students in the school.

The school council shall meet regularly with the principal of the school and assist in adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards, the identification of the educational needs of the students attending the school, review of the annual school building budget, and in the formulation of a school improvement plan.

The following individuals comprised the Reeves School Council for the 2016-2017 school year:

Bobbie Finocchio, Principal
Paul Monaco, Assistant Principal
Frances Connolly, Teacher
Sue Ellen Holland, Community Representative

Joe Simas, Community Representative
Joanne Mulkerin, Community Representative
Kristin Keegan, Parent
Kelley Hurley, Teacher

Demographic Data: Enrollment by Race/ Ethnicity (2016- 17)

Race	% of School	% of District	% of State
African American	8.5	6.8	8.9
Asian	6.1	7.4	6.7
Hispanic	5.0	9.4	19.4
Native American	0.2	0.4	0.2
White	76.4	73.1	61.3
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	3.7	2.8	3.4

2017-2018 Goals

In a strong effort to continue to improve student achievement, it is imperative to connect Reeves's goals to the Conditions of School Effectiveness (CSE; see appendix). There are 13 Conditions for School Effectiveness (CSEs), which articulate elements that allow schools to effectively educate and serve schools well. These Conditions are utilized as benchmarks to assess practices in targeted areas. The Conditions were voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010.

Reeves's goals align with District goals. Additionally, Reeves will continue to focus on three CSEs. The goals within this school improvement plan align to the following three Condition areas:

- 1. *Effective Instruction:* Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.**
- 2. *Aligned curriculum:* The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.**
- 3. *Professional development and structures for collaboration:* Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.**

In the Spring of 2017, Reeves teachers, along with teachers in the District, completed the Conditions for School Effectiveness self-assessment. The three conditions above were identified through baseline data collected and teacher identified needs.

Objective	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress	Resources Needed	Research Base												
By May 2018, according to DIBELS , K-1 proficiency in reading will increase by at least 10%.	<table border="1" data-bbox="527 337 898 716"> <thead> <tr> <th></th> <th>Assessments</th> <th>Fall 2016</th> <th>Fall 2017</th> </tr> </thead> <tbody> <tr> <td>K*</td> <td>LN</td> <td>18% intensive 12% strategic 70% core</td> <td>19% intensive 10% strategic 71% core</td> </tr> <tr> <td>1</td> <td>CLS NW</td> <td>27% intensive 13% strategic 60% core</td> <td>24% intensive 13% strategic 63% core</td> </tr> </tbody> </table> <p data-bbox="527 722 898 922">*Letter naming (LN), Non-Word (NW), Correct Letter Sounds (CLS). Intensive indicates the need for intense support, strategic indicates targeted support, and Core, general instruction.</p>		Assessments	Fall 2016	Fall 2017	K*	LN	18% intensive 12% strategic 70% core	19% intensive 10% strategic 71% core	1	CLS NW	27% intensive 13% strategic 60% core	24% intensive 13% strategic 63% core	Principal, Assistant Principal, all teachers.	Assessments will take place 3X per year and progress monitoring for individual students will be ongoing throughout the year.	DIBELS assessment data	Assessments, Time for collaboration and data analysis	DIBELS is a norm referenced, researched based K-12 assessment system that measures literacy skills https://dibels.org/dibels.html
	Assessments	Fall 2016	Fall 2017															
K*	LN	18% intensive 12% strategic 70% core	19% intensive 10% strategic 71% core															
1	CLS NW	27% intensive 13% strategic 60% core	24% intensive 13% strategic 63% core															
By May 2018, according to DRA scores (Diagnostic Reading Assessment) , grade 2-5 proficiency in reading will increase by at least 10%.	This is a new assessment for the district. During the 2016-2017 school year, teachers administered the DRA, but data are invalid, as nonfiction and fiction assessments were compared as a way to learn the assessments. Below are the number/ percentage of students in Spring 2017 that were reading at benchmark according to DRA norms: G. 3- 0/58- 0%, G. 4- 33/83= 40%, G. 5- 18/73- 25%	Principal, Assistant Principal, all teachers	Assessments will take place 3X per year	DRA assessment data	Assessments, Time for collaboration and data analysis	The Developmental Reading Assessment is a valid measurement of accuracy, fluency, and comprehension, as evidenced by validity measures, http://www.pearsonschool.com/index.cfm?locator=PSZ4Z4&PM_DbProgramId=23661&prognav=p												

Objective	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress	Resources Needed	Research Base
Allocate time for collaboration to monitor student practice by examining student data. Teachers will meet with the principal bi-monthly for 30 minutes, and bi-monthly with one another.	According to the Conditions for School Effectiveness (CSE) self-assessment, in 2015-2016 Reeves scored a 2.5 in monitoring practice and 2.76 in common understanding. In 2016-2017, Reeves scored 2.78 in monitoring practice and 2.93 in common understanding.	Principal, Assistant Principal, all teachers and staff.	Ongoing	Teacher survey	Time	Dufour, R. (2008) Revisiting Professional Learning Communities at Work Boudett, K., City, E., Murnane, J. (2005) Data Wise: A step by step Guide to using Assessment Results to Improve Teaching and Learning
By 2018, we will implement Stage 1 (ie. essential understandings) given on curriculum maps across Math, ELA, Science, and Fine Arts, 5-5. Teachers will access maps on Atlas Rubicon.	In 2016-2017, the Atlas Team developed Stage 1 for Mathematics, English Language Arts, Fine Arts and Science.	Assistant Super. Principal, Assistant Principal, Teachers, School representatives on the committee	2016- 2020	Curriculum documents and meeting agendas	Professional development on the use of Atlas Software Summer 2017 Curriculum Work	MA Curriculum Frameworks Common Core Standards Wiggins, G.P. & McTighe, J. (1998). <i>Understanding by Design</i> . Alexandria, VA: Association for Supervision and Curriculum Development.
During common planning time, teachers delve into curriculum for common pacing, consistent use of materials, and best practices to adapt instruction to achieve improved results.	The 2016 Conditions for School Effectiveness (CSE) Self-Assessment revealed teachers believe the school was emerging in the area of aligned curriculum with an average score of 2.39. Areas included in aligned curriculum are: curricular guidance, taught curriculum, and ongoing improvement. In 2017, CSE results showed an improvement, 2.47.	Principal, Assistant Principal, Teachers	Ongoing	Meeting agendas, observation of common planning meeting	Time for meetings, training in programs/ curricular materials	Supporting educators in using data to improve teaching and learning: http://isites.harvard.edu/icb/icb.do?keyword=datawise

Objective	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress	Resources Needed	Research Base
Continue to align curricular resources and materials for English Language Arts, Math, and Science.	Reeves utilizes various resources to teach the standards which include: Grade K-2: Foundations Grades K-5: Making Meaning and Math Expressions Grades 2-4:Foss Science, Math Expressions	Principal, Asst. Principal, curriculum directors, teachers	Ongoing	Alignment review, Teacher survey, observation	Professional Development	Internal and External alignment http://www.ascd.org/publications/books/103011/chapters/Using-Standards-to-Integrate-the-Curriculum.aspx Horizontal and vertical alignment of curriculum https://www.teachingchannel.org/aligning-curriculum-module-saC
Increase communication between home and school through school wide digital newsletters, Twitter, and digital access to “Thursday folders”	The 2016-2017 Family Needs Assessment revealed that 50% of parents felt digital newsletters were most helpful, 35% paper newsletters, and 14% Twitter pages. About half the teachers use Twitter as a means of communication.	Principal, Asst. Principal, teachers	Ongoing, monthly newsletters	Family Survey	Review of how to use Twitter, time to create monthly newsletters	Eric Sheninger (2015). Transforming Your School with Digital Communication. Educational Leadership, 72(7) http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx

Appendix A

Conditions for School Effectiveness Results- 2016-2017

CSE School Profile : Reeves ES

Condition	Avg.	Element
Effective School Leadership -- 2.68	2.86	Focus on Learning
	2.45	Effective Planning
	2.64	Effective Decision-Making
	2.74	Shared Learning and Accountability
Aligned Curriculum -- 2.47	2.44	Curricular Guidance
	2.70	Taught Curriculum
	2.26	On-going Improvement
Effective Instruction -- 3	3.28	High Expectations
	3.18	Differentiated Instruction
	2.93	Common Understanding
	2.78	Monitoring Practice
Student Assessment -- 2.59	2.58	Assessment System
	2.70	Analysis of Assessment Data
	2.56	Use of Assessment Data
Principal's Staffing Authority		Staffing Decisions
		Support and Intervention
Professional Development and Structures for Collaboration		PD Plan/System
		Accessing PD
		Impact of PD
Tiered Instruction and Adequate Learning Time -- 2.9	3.25	Core Instruction
	2.92	Screening and Monitoring
	2.71	Supports and Interventions
Students' Social, Emotional, and Health Needs -- 2.63	2.85	Learning Environment
	3.26	Physical and Behavioral Health
	2.31	Systems and Procedures
Family and School Engagement		Strategic Relationships
		Communication
Strategic Use of Resources and Adequate Budget Authority		Strategic Use of Resources
		Coordination between School and District

CSE Condition Formatting Cut-offs:

Need < 2.25

Strength > 3.25

Critical < 2.00

RUBRIC: 1 = Little Evidence; 2 = Developing; 3 = Providing; 4 = Sustaining "no data present"

Constituent Selections

Constituency Total: 30 (11%)

Desired School

Reeves ES

Role at School

All

Years at School

All

Years in K-12 Ed.

All

Date Selection

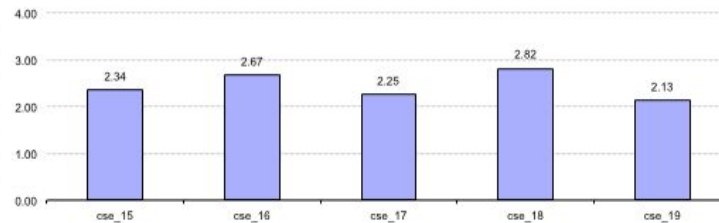
Start Date 4/30/17

End Date 5/16/17

Total Count 262

CONDITION:ELEMENT SELECTION (click yellow cell immediately below to select):

(iii) Aligned Curriculum:Curricular Guidance



Enter desired CSE statement number:

17

The district/school provides pacing guides that are utilized by teachers.

Statistics for statement: 17

Value	U	1	2	3	4	Count	Count	Avg	Avg
Count						Sub-n	Total-n	Sub-n	Total-n
	6	3	12	9	0	30	262	2.25	2.38

active response count (1-4): 24

percentage of constituency population: 80%

Appendix B

2016-2017 Summary of Reeves Family Survey

Out of the 126 people who responded to the survey, roughly 25% had a non-English language spoken primarily at home. At least 60% of respondents indicate curricula reflect cultures of families comprising the school community and that respondents have knowledge of their child's social well-being in school. Respondents indicate satisfaction regarding student behavior and regarding respect. Over 80% of respondents indicate student discipline is not applicable to their child's experience or that the discipline approach works "quite a bit" or better. Almost all respondents indicate "quite a bit" or "a tremendous amount" of respect from students to staff and staff to students. Results indicate a presence of welcoming school behaviors and ease of access to school personnel. Over 80% indicate "quite a bit" or better accessibility and over 75% indicate experiencing welcoming behavior. Specifically regarding the front office, over 95% experience friendly and welcoming behavior.

In terms of academic environments and preparedness, respondents indicate over 84% feel the environment helps students learn, greater than 80% feel their children put in "quite a bit" or "tremendous" effort and nearly 80% feel their children are prepared "quite well" or "extremely well" for next school year. While respondents feel positively about student learning and preparedness, general communication perception is less strong. Most respondents indicate ease of communicating with teachers, yet 29% indicate feeling unsure of how to communicate a desire to get involved and 50% would find a digital newsletter the most helpful style of communication. It seems academic communication is received well but general communication needs a new or additional vehicle to reach families.