

Essex SIP Progress Report Whole Child

Goal 1: In collaboration with the school psychologist, the specialists will pilot PBIS with one grade level to provide Tier One support.

- Dr. Welling provided training to specialists in the area of Social Thinking, DESSA competencies (social awareness, self-awareness, optimistic thinking, personal responsibility, decision-making, self- management, goal directed behavior, and relationship skills), and Whole Body Listening.
- She reviewed students goals for social-emotional learning so specialists could support in their development.

Goal 2: Continue to pilot whole school PBIS model.

- Staff made successful shift to new assessment tool (DESSA) and routinely used the assessment tool and available classroom resources.
- School Psychologist, along with classroom teachers, monitored progress of students receiving Tier 2 interventions by using the Full DESSA assessment.

Essex SIP Progress Report Whole Child

- **Classroom teachers focused on one targeted Tier One Social Emotional competency in their classrooms and shared the strategies that they found to be successful with their teams.**

***Goal 3:* Classroom teachers will continue to provide opportunities for movement breaks through the school day.**

- **Teachers embed movement breaks throughout their day based on the needs of their students. They have found a variety of resources to use to make this fun and active for students.**

***Goal 4:* Pilot the recommendations from the district-wide Homework Study Group.**

- **The principal and members of the district-wide Elementary Homework Study Group shared information regarding this pilot with parents at Open House.**
- **The pilot was widely supported by students, parents, and staff at EES and we will continue using this model for the upcoming school year.**

Essex SIP Progress Report Student Achievement

Goal 1: Use student performance data (including MCAS, AIMSWEB, Local Formative/Summative Assessments) to make educational and curriculum decisions throughout the school year.

- MCAS analysis we completed in grades 3-5.
- Strategies for improvement based on assessment data is continuously being reviewed as reflected in common planning minutes.
- Various professional development has been offered on meeting the needs of all learners.

Goal 2: Develop a cohesive K-5 approach to balanced literacy derived from the Literacy Audit that was conducted by reading specialists.

- Grades 4 and 5 completed a scope and sequence for teaching comprehension strategies.
- Teachers had professional development on how to tier and choose vocabulary for more in depth instruction.
- Time was allotted for sharing instructional strategies for explicitly teaching vocabulary.
- K-3 teachers met regularly with reading teachers for discussion on how to continue improving instruction in the area of phonics.

Essex SIP Progress Report Climate

Goal 1: Continue to refine safety protocols.

- The EES Safety team met on a monthly basis and continued to practice and refine protocols.
- The School Council has decided that next year this goal should be moved to Community Partnerships rather than Climate.
- The Council would rather include a focus on Understanding Their Differences, Black History Month, and possibly RULER training under this heading.



Essex SIP Progress Report Community Partnerships

FY17 Accomplishments

Goal 1: Continue to monitor school improvement efforts.

- **A bi-annual survey was conducted, asking parents for feedback on our SIP goals thus far.**
- **19 families responded to this survey. The feedback was favorable from this group of parents.**

Goal 2: Continue to improve school-home communication

- **EES continues to use the school based, and classroom based websites as a key mechanism for parent communication.**



Essex SIP Progress Report Resources

Goal 1: Continue to provide targeted Professional Development for staff on building-based needs.

- **EES is on target for meeting their three year literacy plan. The staff has participated in professional development in the area of comprehension strategies, vocabulary, and phonics instruction.**
- **Reading teachers meet routinely with primary teachers to support them in the differentiation of phonics instruction.**
- **Reading teachers meet with grade 4-5 teachers and developed a scope and sequence for teacher comprehension strategies.**
- **An outside consultant from the Stephanie Harvey consulting group was brought in to work with grade 4-5 teachers in the area of reading workshop/comprehension.**
- **Two classroom teachers participated in DESSA trainings in order to train the staff.**



Essex SIP Progress Report FY 17 Outlook

Overarching Goals FY18

Top 3-5

- *New goals will be developed this year, but I anticipate a continued focus on our 3 year Literacy Plan, the implementation of RULER, and a continued focus on Social Emotional learning and supports.*

Areas of Concern (if any)

- *EES continues to share concern about the overall social emotional well-being of our students and will continue to provide support to help students develop in this area.*



