

Julia F. Callahan Elementary School

School Improvement Plan

May 2012

PIM Team Members

Edward W. Turmenne-Principal

Ellen Allard-CIT/ELA

Leslie Cole-Kindergarten Teacher

Jacquelyn Benas-Grade 1 Teacher

Elizabeth Moriarty-Grade 3 Teacher

Tina Barney-Grade 4 Teacher

Sharon Samuelson Grade 5 Teacher

Hillma Denune-SPED Teacher

Shannon Molea- Parent

School Council Members

Edward. W. Turmenne-Principal

Ellen Allard-CIT/ELA

Tina Barney-Grade 4 Teacher

Anita Atkins-King's Lynn/School Business Partner

Shannon Molea-Parent

EXECUTIVE SUMMARY

School Profile and Demographics

As of May 2012, the Julia F. Callahan School has a student population of approximately 459 students, making it the seventh largest elementary school in Lynn. Demographically the student population is 13.7% African American, 9.8% Asian, 42% Hispanic, 0% Native American, 4.6% Multi-Race Non-Hispanic, and 29.8% White.

The student population is composed of 43.1% of students whose first language is not English, 15.9% who are Limited English Proficient, 76.7% who are low income, and 20.9% who receive services from the Special Education Department.

Callahan is a Title I school consisting of the following classrooms:

Kindergarten-3 classes	5 th Grade-2 classes
1 st Grade 3classes	1 ELL Sped K-2 classroom
2 nd Grade- 3 classes	1Intellectually Impaired grade K-2
3 rd Grade- 3 classes	1Intellectually Impaired grade 3-5
4th Grade- 2 classes	1Emotionall Impaired grade 3-5

The support staff consists of: two Special Education Teachers, one Integrated Technology Instructor, one ELL teacher, one Reading teacher and one CIT. Additional part time staff includes 1Music, 1 Art and 1 Physical Education Teacher.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Callahan	459	13.7	9.8	42	0	29.8	4.6	43.1	15.9	76.7	20.9
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

NCLB Status

Julia F. Callahan’s CPI for 2011 in ELA is 80.0 and in Math is 76.3. Callahan did not make AYP in the Aggregate or Subgroups for ELA or Mathematics. Callahan has an NCLB Status of **Restructuring Year Two** with an Improvement Rating of **No Change** in ELA. Callahan has an NCLB Accountability Rating of **Improvement Year 2** with an Improvement Rating of **Declined** in Mathematics. As a result of being identified for Restructuring Year Two, Julia F. Callahan has received district support that includes:

- School Choice for students interested in moving to another school in the district
- Supplemental educational services for struggling students
- Technical assistance in data analysis
- Assistance in writing and implementing their school improvement plan
- Additional funding for resources in support of their school improvement plan including the addition of a reading teacher and ELL support teacher.

MCAS Results

The following charts show the percentages over the past years for Callahan's students in each of the reporting categories: Advanced (P+), Proficient, Needs Improvement, and Warning. Because the third grades' open response results were not factored into scoring for the first 4 years (2002-2005), there was no Advanced (P+) category for Grade 3 Reading.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		54	49	45	43	1	8
2003	NA		45	46	46	43	9	11
2004	NA		45	51	49	40	6	9
2005	NA		46	49	45	40	9	11
2006	4	10	26	30	55	47	24	13
2007	6	6	30	35	48	28	16	25
2008	4	6	32	33	52	41	13	20
2009	11	5	54	32	30	44	4	19
2010	11	7	29	38	40	43	20	13
2011	12	6	32	41	51	41	5	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	0	2	30	32	45	37	25	29
2007	5	12	39	35	36	28	19	25
2008	11	16	48	35	29	28	13	21
2009	26	9	52	35	20	30	2	26
2010	18	13	42	36	25	32	15	19
2011	14	8	54	47	28	31	4	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	1	1	53	33	34	49	11	16
2003	4	3	54	35	39	46	3	17
2004	1	3	44	36	48	47	7	13
2005	11	4	37	32	45	47	8	17
2006	4	4	55	35	32	46	9	15
2007	8	3	67	35	22	44	3	18
2008	5	3	37	26	49	49	10	22
2009	3	4	39	28	53	44	5	23
2010	2	2	38	29	53	50	6	20
2011	0	3	35	30	44	46	21	22

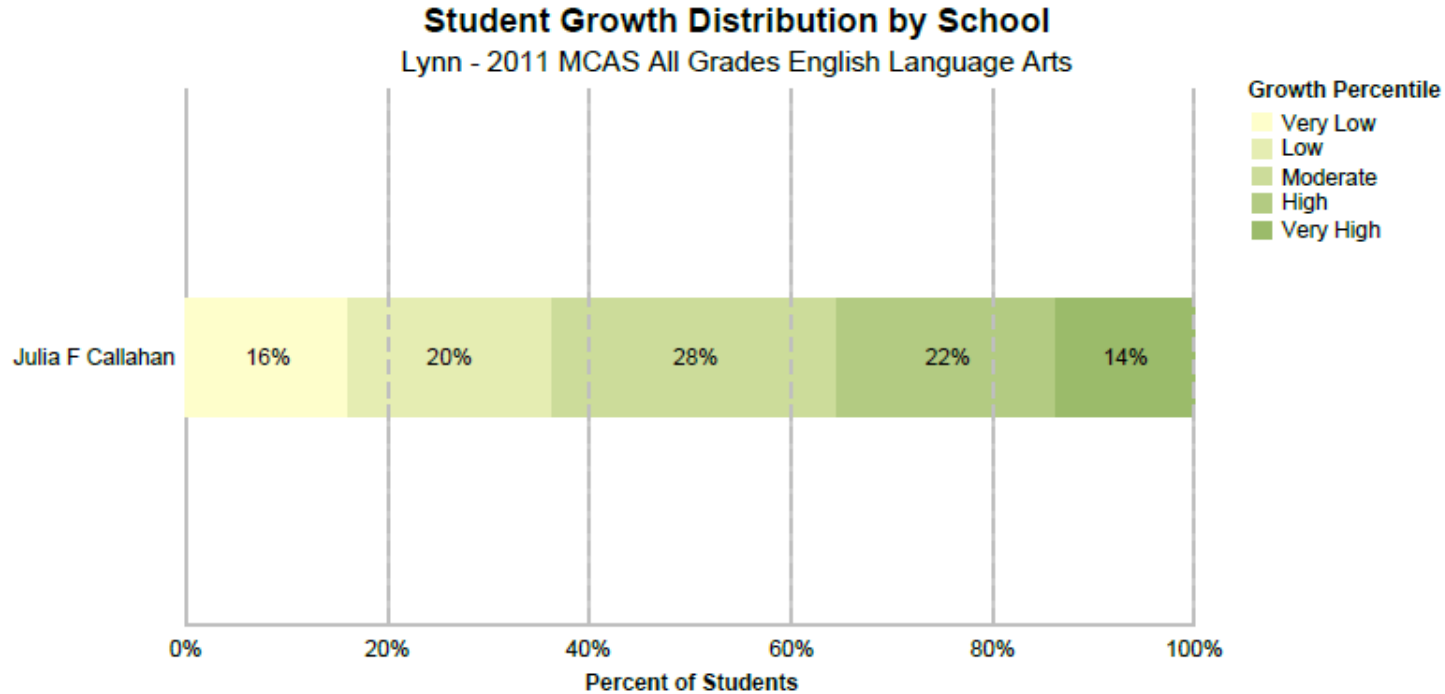
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	1	5	24	19	56	46	19	31
2003	0	5	11	20	67	50	22	25
2004	5	6	28	22	61	54	5	18
2005	11	7	29	19	54	53	7	21
2006	5	8	21	19	64	52	9	20
2007	20	11	27	27	47	43	5	19
2008	15	10	28	24	46	44	11	22
2009	13	7	29	23	53	48	5	22
2010	9	9	31	26	56	48	3	17
2011	7	7	17	23	55	49	21	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	13	8	38	37	43	42	6	14
2007	6	6	49	46	33	35	13	12
2008	8	6	43	40	45	40	3	14
2009	17	6	53	36	31	40	0	18
2010	13	6	44	37	31	38	12	18
2011	2	7	51	44	41	34	5	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	8	9	32	23	33	35	27	33
2007	18	10	35	33	38	37	10	19
2008	8	13	25	25	53	37	13	25
2009	14	11	50	27	22	28	14	34
2010	23	12	27	24	33	37	17	27
2011	9	12	30	34	46	33	15	21

Student Growth Percentile by School and Grade

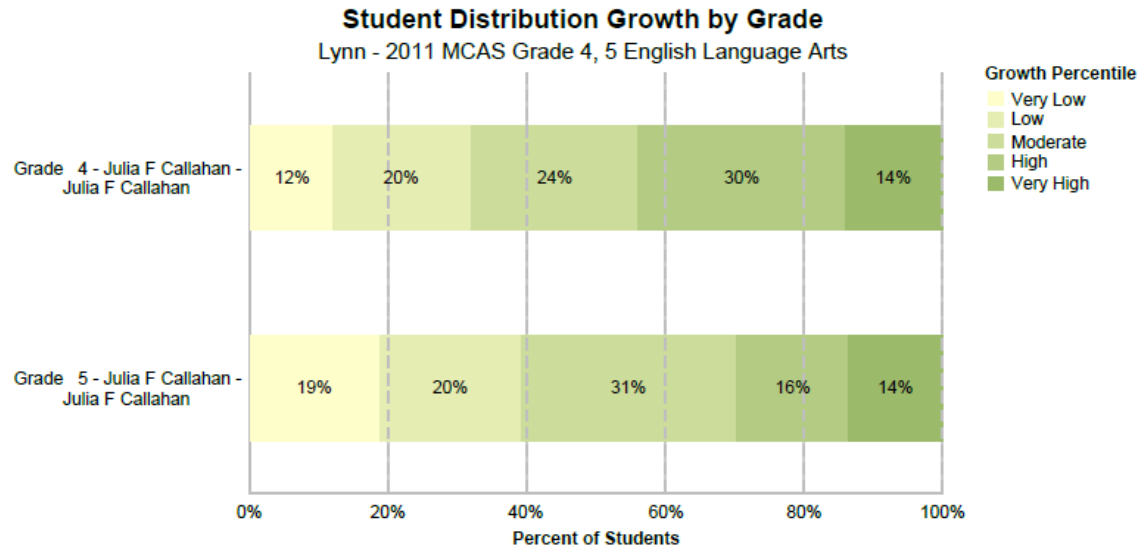
For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Julia F Callahan	124	20	25	35	27	17	45%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.



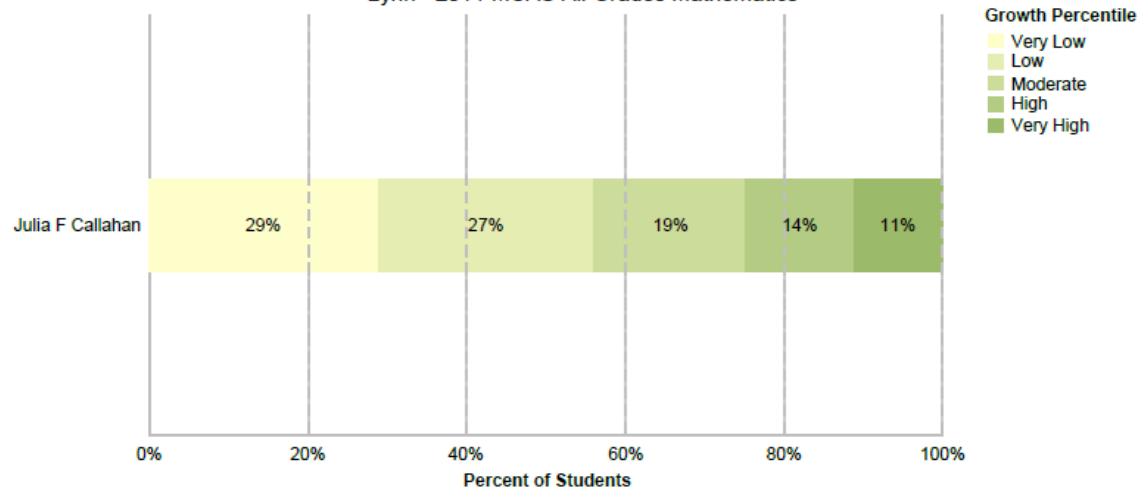
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Julia F Callahan - Julia F Callahan	50	6	10	12	15	7	35%
Grade 5 - Julia F Callahan - Julia F Callahan	74	14	15	23	12	10	54%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School

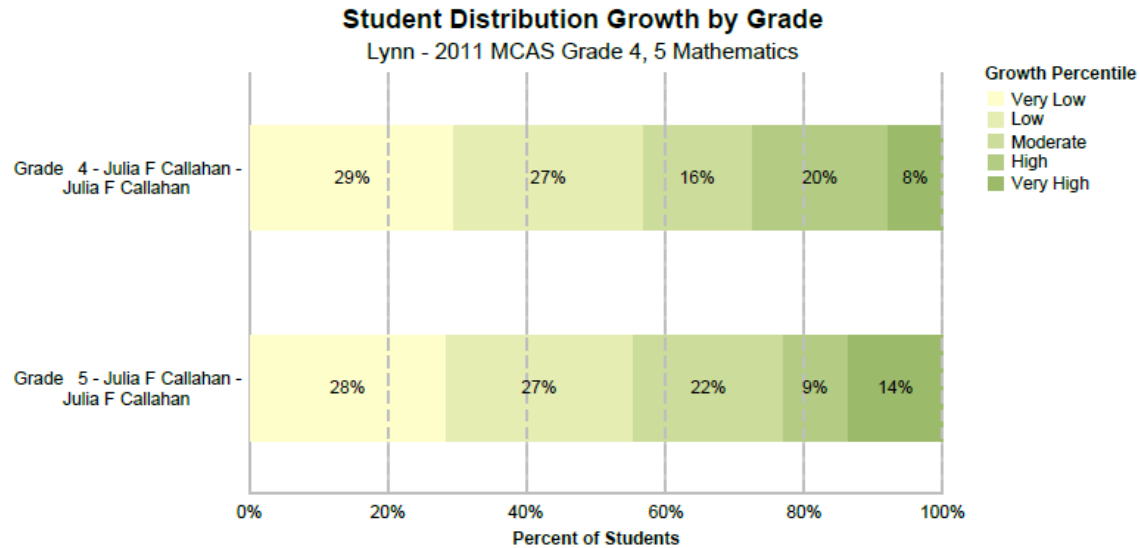
Lynn - 2011 MCAS All Grades Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Julia F Callahan	125	36	34	24	17	14	43%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Julia F Callahan - Julia F Callahan	51	15	14	8	10	4	24%
Grade 5 - Julia F Callahan - Julia F Callahan	74	21	20	16	7	10	39%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three. The following charts show the percentage of J. F. Callahan students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall winter and spring of the SY2006-07, through SY 2010-2011 for Grades K-3 and for the SY 2009-10 and SY 2010-2011 for grades 4 and 5. At this point, there is limited data to support decisive conclusions. However, the data indicates that should the current trends continue, ISF, LNF, PSF, are making positive gains. Data indicates that a focus on NWF and ORF would be beneficial.

KINDERGARTEN

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	57	13	30	44	23	33	59	17	24	53	13	34	63	25	12
	Winter	67	14	19	56	17	27	73	18	9	63	20	17	65	17	18
	Spring	73	13	15	50	20	29	60	17	23	55	23	22	54	24	22
Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Initial Sound Fluency	Fall	48	22	30	39	24	37	44	35	21	37	38	25	42	41	17
	Winter	27	48	25	13	70	17	44	46	10	34	48	18			
	Spring	NA														
Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	NA														
	Winter	34	45	20	31	30	39	50	39	11	45	32	23	34	17	49
	Spring	66	26	8	57	28	15	64	30	6	63	25	12	52	26	22
Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Words Fluency	Fall	NA														
	Winter	70	17	12	51	16	32	71	22	7	68	20	12	47	23	30
	Spring	84	10	6	39	32	28	64	25	11	60	12	28	42	42	16

GRADE 1

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	
Letter Naming Fluency	Fall Winter Spring	62	22	15	68	21	11	59	27	14	62	27	11	69	13	18	
Phoneme Segmentation Fluency	Fall Winter Spring	42	35	22	61	23	16	43	39	18	52	43	5	51	28	21	
Nonsense Word Fluency	Fall Winter Spring	38	39	24	75	14	11	49	33	18	58	36	6	51	24	25	
CBM Reading (Oral Reading Fluency)	Fall Winter Spring	NA	44	47	9	59	29	13	58	26	16	71	27	2	58	24	18
		51	33	16	66	13	21	62	19	19	72	28	0	57	20	23	

GRADE 2

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	52	28	20	52	39	8	55	24	21	53	31	16	62	31	7
	Winter	NA														
	Spring	NA														
Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	53	27	20	46	37	17	54	24	22	59	18	23	61	33	6
	Winter	61	24	15	66	20	15	64	9	27	60	15	25	68	17	15
	Spring	51	22	27	54	28	18	52	23	25	73	20	7	65	19	16

GRADE 3

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				52	29	19	57	37	6	54	34	12	67	26	7
	Winter				46	28	26	52	36	12	60	25	15	83	9	8
	Spring				48	32	20	37	54	9	62	20	18	69	22	9

GRADE 4

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	42	33	25	61	12	27
	Winter	47	43	10	60	24	16
	Spring	52	35	13	47	30	23

GRADE 5

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	63	13	24	63	30	7
	Winter	68	16	16	69	27	14
	Spring	60	16	24	60	30	10

Implementation Summary of 2011/2012 School Improvement Plan

The following chart gives the goals from Julia F. Callahan’s SY 2011/2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status/Summary
1. To make AYP in ELA	Teachers will use the Gradual Release of Responsibility model when teaching the Six Basic Reading Comprehension Strategies found in the LPS grade level ELA curriculum guides to achieve independence in reading comprehension.	AYP was made by our Hispanic subgroup; however with an aggregate CPI score of 80, we fell deficient in our goal to make AYP for all. Teachers have taught the Six Basic Reading Comprehension Strategies using a school wide emphasis on a “strategy of the month” as evidenced by student work posted in common areas.
	Teachers will continue to model for, practice with, and coach students to use word analysis and context clues to develop enriched vocabulary in oral and written communication.	Teachers have been observed scaffolding and modeling when teaching word analysis and context clues. Word walls were visible in all classrooms.
2. To make AYP in Math	Teachers will continue to model strategies and multi-step problem solving processes to solve problems.	Our aggregate CPI index score of 76.3 was not sufficient to attain our goal of AYP in Math. MCAS open response questions have been incorporated into weekly lesson plans for practice with problem solving.
	Teachers will continue to model for, practice with, and coach students to use math vocabulary in oral and written communication to solve problems.	Teachers have maintained a Standards-Based word wall aligned with the LPS math curriculum.

Julia F. Callahan 2012/2013 School Improvement Plan

Since the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE) and to be in compliance with NCLB, our goals remain to be

- **To make AYP in ELA for the aggregate and all subgroups**
- **To make AYP in Math for the aggregate and all subgroups**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Julia F. Callahan did not make AYP in ELA with a CPI score of 80 for the aggregate. However we did make AYP in our Hispanic subgroup with a CPI score of 82. 42% of our students have been identified as Hispanic. We did not make AYP in math with a CPI score of 76.3. Our focus will be to continue to meeting the needs of all our Second Language students by implementing SIOP strategies into daily instruction. The majority of our staff is SIOP trained. Continued professional development in meeting the needs of these students will be fulfilled with the completion of SEI category training by our staff.

Based on the most recent analysis of 2011 MCAS data the identified areas of weaknesses in ELA and Math include:

Weaknesses in ELA:

- Vocabulary
- Literary Analysis /answering open response questions with clear, complete and accurate information across all genres.

Weaknesses in Math:

- Mathematics vocabulary
- Basic facts and computation
- Solving multi-step problems

Student Learning Objectives

The action plan that follows outlines the four student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will be able to use their knowledge of word analysis and context clues to develop vocabulary and improve comprehension of text.
- Students will write answers to open response questions from literature selections with clear, complete and accurate information.
- Students will solve math problems by understanding math vocabulary and identifying the appropriate strategies to solve multi-step problems.
- Student will demonstrate automaticity of basic math facts.

Julia F. Callahan SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA for the aggregate and all subgroups
Identified Student Weakness	Students' ability to use word analysis and context clues to understand vocabulary and text
Student Learning Objective	Students will be able to use their knowledge of word analysis and context clues to develop vocabulary and improve comprehension of text.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model for, practice with and coach students to use and apply word analysis and context clues to develop enriched vocabulary and comprehension.	Sept.' 12-June' 13 Daily	Trophies Reading Program Trophies End of Selection Vocabulary Assessments Fluency Drills Content Textbooks Classroom libraries Vocab. Graphic organizers Post-its, highlighters Prior MCAS Questions Common Planning Time Teachers Principal	Plan Books Classroom Observation Walk Through Tool Dibels Tests MAZE testing (2-5) Trimester Average of Trophies End of Selection assessments District Wide ELA Benchmarks Content assessments (Science, Social Studies from textbook or teacher made)
Teachers will maintain a vocabulary word wall.	Sept.' 12-June' 13	Vocabulary Words Wall Space	Classroom Observation Walk Through Tool Maintained Word Walls

Julia F. Callahan SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA for the aggregate and all subgroups
Identified Student Weakness	Students' ability to answer open response questions with clear, complete and accurate information.
Student Learning Objective	Students will write answers to open response questions from literature selections with clear, complete and accurate information.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model for, practice with and coach students to use clear, complete and accurate information to answer open response questions across all genres.	Sept.'12 June'13 Daily	Trophies Reading Program Supplemental non-fiction literature selections Prior MCAS Open Response Questions Graphic Organizers that support using textual and organizational structures Cause and Effect g/o Main Idea and Supporting Detail g/o Common Planning Time Teachers Principal	Plan Books Classroom Observation Walk Through Tool Trimester Average of Trophies Vocabulary Tests Dibels/Maze Assessments District Wide ELA benchmark testing Content assessments (Science, Social Studies from textbook or teacher made)

Julia F. Callahan SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math for the aggregate and all subgroups
Identified Student Weakness	Students ability to solve multi-step problems and demonstrate mastery of math vocabulary
Student Learning Objective	Students will solve math problems by understanding math vocabulary and identifying the appropriate strategies to solve multi-step problems.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will scaffold modeling and applying strategies to solve multi-step problems.	Sept.'12-June'13	Houghton Mifflin Math Program LPS Curriculum (Pacing) Guide Gr. Level Knowledge Exchange Resource Guide Prior MCAS Open Response Questions, Common Planning Time Teachers Principal	Plan Books Classroom Observation Walk Through Tool Trimester Average of H.M. Chapter Tests and/or District Developed Chapter Test AYP tests District Wide Math Assessments
Teachers will maintain a math word wall.	Sept.'12-June'13	Houghton Mifflin Math Program Wall Space Teachers Principal	Plan Books Classroom Observation Walk Through Tool

Julia F. Callahan SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math for the aggregate and all subgroups
Identified Student Weakness	Students' accuracy and automaticity of basic math facts
Student Learning Objective	Student's will demonstrate accuracy and automaticity of basic math facts

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide opportunities for speed drills and practice of basic math facts.	Sept.'12-June'13	Mad Minutes or equivalent Houghton Mifflin Math Program LPS Curriculum (Pacing) Guide Common Planning Time Teachers Principal	Plan Books Classroom Observation Walk Through Tool Trimester Average of H.M. Chapter Tests and/or District Developed Chapter Test AYP tests District Wide Math Assessments

Parent Community Involvement

To increase parent involvement, the Julia F. Callahan School has implemented the following initiatives:

- Three Open Houses are held to encourage and support continued parental involvement.
- The Callahan School has an active PTO that orchestrates several family events and raises funds to support the school community.
- Parent volunteers staff our school library.
- Parent Resource Center is located in the school library.
- Callahan School continues to improve its web-site with various links to individual teacher sites, PTO activities, school calendar, school newsletter, and student products.
- Connect Ed is utilized to inform parents of important school information.
- The Callahan School Parent Handbook, containing the mission statement, school policies and procedures, contact information, and annual calendar is distributed to all students.
- Trimester Progress Reports and Report Cards are translated for second language students.
- Title I Compacts are signed by students and parents to reinforce the importance of the educational process.