

Julia F. Callahan Elementary School

School Improvement Plan

June 2013

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

Deborah DeMala Grade 3 Teacher

Maria Cinelli ELL Support Specialist

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 2013, the Julia F. Callahan School has a student population of approximately 480 students, making it the sixth largest elementary school in Lynn. Demographically the student population is 16% African American, 9 % Asian, 45.4% Hispanic, 0% Native American, 3.5% Multi-Race Non-Hispanic, and 22% White.

The student population is composed of 43.5% of students whose first language is not English, 12.5% who are Limited English Proficient, 78.8% who are low income, and 20% 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-3 classes	1Emotionall Impaired grade 3-5

The support staff consists of: two Special Education Teachers, one Integrated Technology Instructor, one ELL teacher, 2 Reading teachers 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	% High Needs
Callahan	480	16	9	45.4	0	25.6	4	43.5	12.5	78.8	20	82.1
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	80	81.7	76.1	0	Declined	0	0
Math	76.3	78.3	73.5	0	Declined	25	0
Science	71	73.4	58.8	0	Declined	0	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	48	55.5	75	On Target
Math	51	37	41	50	Below Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 45

MCAS Results

The following charts show the percentages over the past years for Callahan's students in each of the reporting categories:

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
2012	3	6	32	35	53	45	12	14

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
2012	21	13	28	33	28	35	24	19

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
2012	5	4	36	34	40	40	19	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
2012	7	6	41	30	36	47	16	17

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
2012	5	9	32	39	43	34	20	18

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
2012	8	13	22	28	33	33	37	26

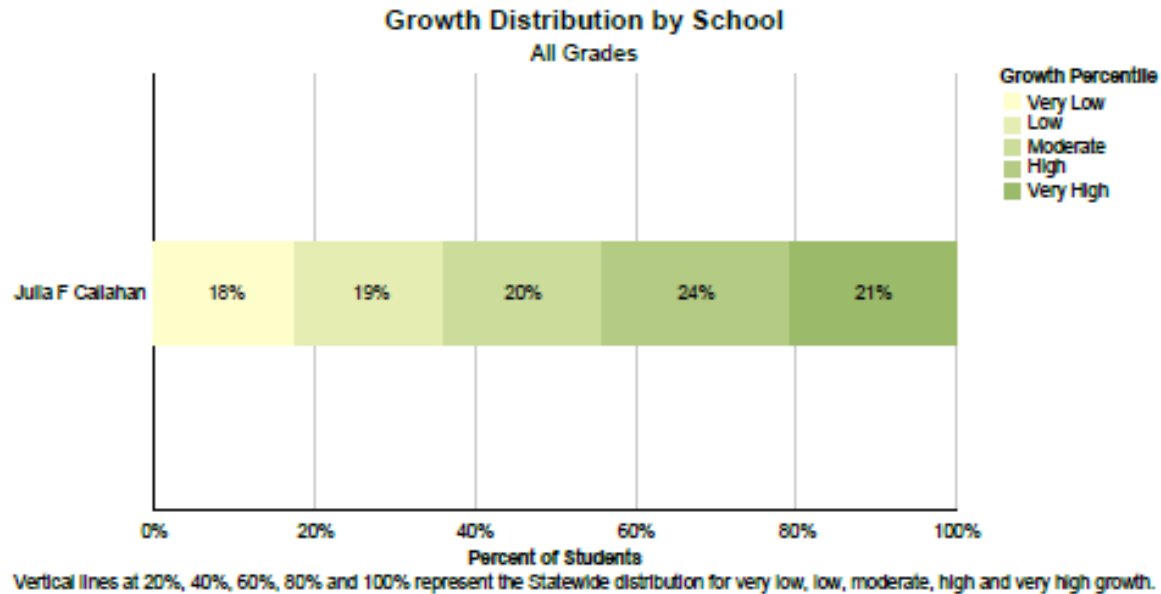
Student Growth Percentile by School and Grade

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.

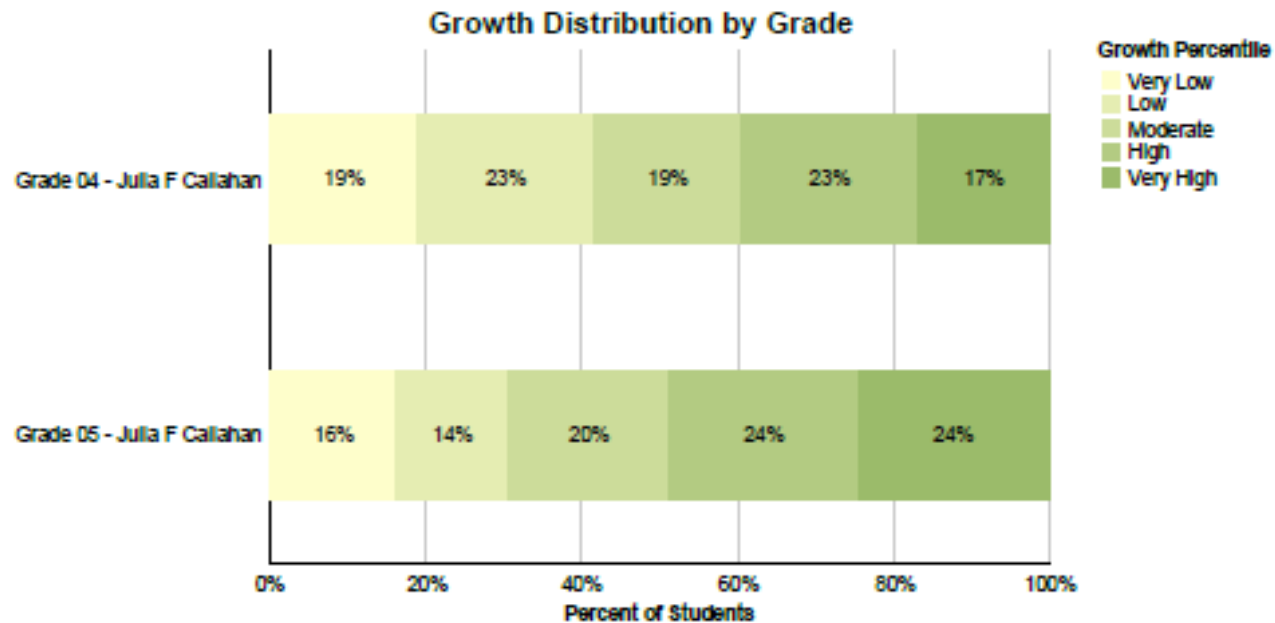


Spring 2012 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Julia F Callahan	18	19	20	24	21	55.5	102	38	186

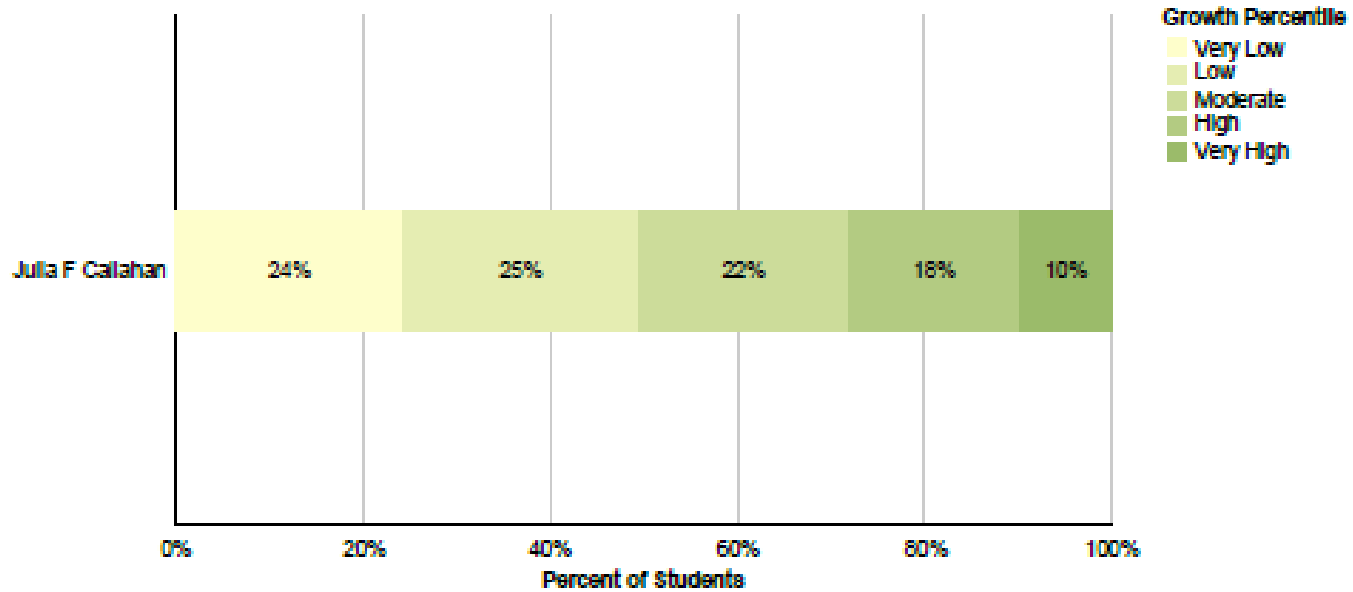


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

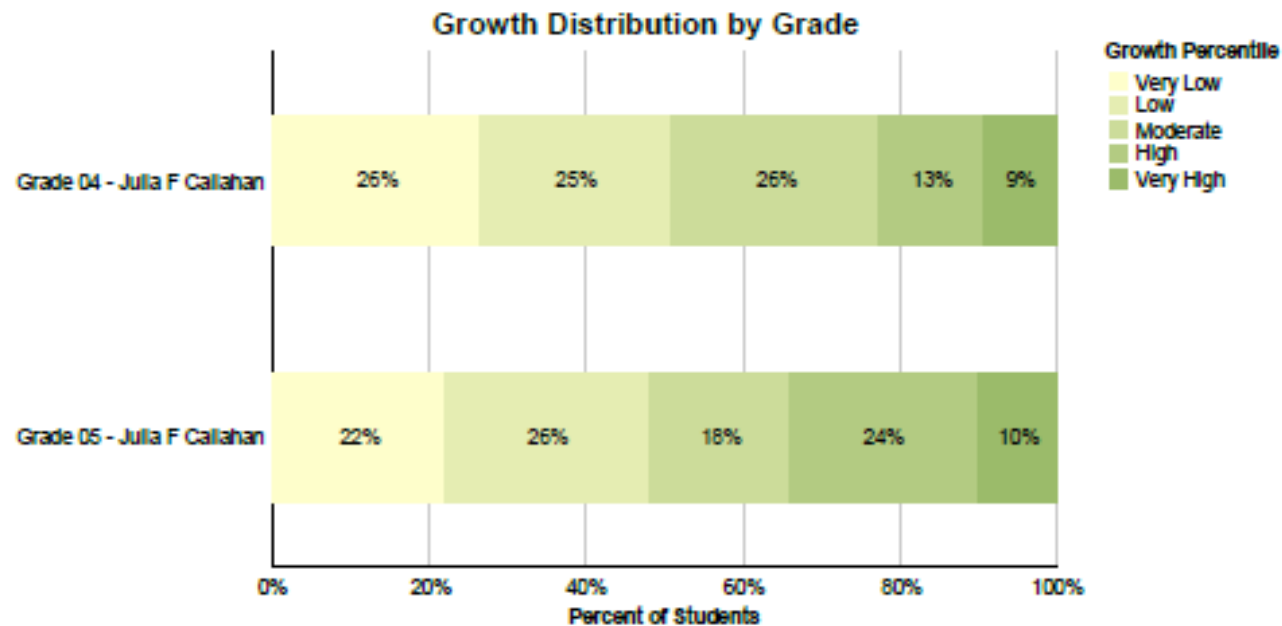
	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Julia F Callahan	10	12	10	12	9	55.0	53	41	58
Grade 05 - Julia F Callahan	8	7	10	12	12	58.0	49	37	60

Growth Distribution by School

All Grades



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Julia F Callahan	25	26	23	19	10	41.0	103	42	186



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Julia F Callahan	14	13	14	7	5	39.0	53	48	58
Grade 05 - Julia F Callahan	11	13	9	12	5	44.5	50	30	60

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 grades three, four, and five.

The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark. 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	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	44	23	33	59	17	24	53	13	34	63	25	12	55	22	23
	Winter	56	17	27	73	18	9	63	20	17	65	17	18	77	8	15
	Spring	50	20	29	60	17	23	55	23	22	54	24	22	67	19	14

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Initial Sound Fluency	Fall	39	24	37	44	35	21	37	38	25	42	41	17	39	5	56
	Winter	13	70	17	44	46	10	34	48	18				64	15	21
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	31	30	39	50	39	11	45	32	23	34	17	49	39	31	30
	Winter	57	28	15	64	30	6	63	25	12	52	26	22	52	17	31
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Words Fluency	Fall	51	16	32	71	22	7	68	20	12	47	23	30	64	17	19
	Winter	39	32	28	64	25	11	60	12	28	42	42	16	47	30	23
	Spring															

GRADE 1

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	68	21	11	59	27	14	62	27	11	69	13	18	56	26	18
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	61	23	16	43	39	18	52	43	5	51	28	21	41	34	25
	Winter	59	39	2	79	17	4	98	2	0	88	7	5	84	14	2
	Spring	81	16	3	89	9	2	97	3	0	89	9	2	95	5	

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	75	14	11	49	33	18	58	36	6	51	24	25	44	20	36
	Winter	65	16	19	37	44	19	58	40	2	49	19	32	48	39	13
	Spring	59	33	8	65	30	5	79	19	2	45	14	41	51	18	31

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	59	29	13	58	26	16	71	27	2	58	24	18	53	37	10
	Winter	66	13	21	62	19	19	72	28	0	57	20	23	67	26	7
	Spring															

GRADE 2

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	52	39	8	55	24	21	53	31	16	62	31	7	66	21	13
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	46	37	17	54	24	22	59	18	23	61	33	6	72	20	8
	Winter	66	20	15	64	9	27	60	15	25	68	17	15	75	18	7
	Spring	54	28	18	52	23	25	73	20	7	65	19	16	70	20	10

GRADE 3

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	52	29	19	57	37	6	54	34	12	67	26	7	64	27	9
	Winter	46	28	26	52	36	12	60	25	15	83	9	8	64	19	17
	Spring	48	32	20	37	54	9	62	20	18	69	22	9	48	41	11

GRADE 4

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	42	33	25	61	12	27	60	25	15
	Winter	47	43	10	60	24	16	76	18	6
	Spring	52	35	13	47	30	23	71	20	9

GRADE 5

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	63	13	24	63	30	7	52	24	24
	Winter	68	16	16	69	27	14	63	13	24
	Spring	60	16	24	60	30	10	52	22	26

Implementation Summary of 2012/2013 School Improvement Plan

The following chart gives the goals from Julia F. Callahan’s SY 2012/2013 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 model for, practice with and coach students to use clear, complete and accurate information to answer open response questions across all genres.	Our CPI Index score fell 5 points; however our SGP was raised by 7.5 points. Teachers have practiced, modeled and coached students to answer open response questions, citing evidence from the text
	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 fell below our target, however we were able to raise the number of students receiving advanced this year.. 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 2013/2014 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

Data Analysis – Strengths and Weaknesses

The 2012 AYP report indicates that we did not meet the CPI target scores required, however we did meet the SGP requirements in ELA and were able to increase the number of students scoring Advanced in Math. Our focus will be to continue narrow the achievement gap of our neediest students. We will continue to address the needs of our Second Language Learners 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 RETELL.

Based on the most recent analysis of 2012 MCAS data the identified areas of weaknesses in ELA and Math include:

Weaknesses in ELA:

- Accessing grade level text
- Vocabulary
- Student's ability to analyze, comprehend and cite evidence from grade level text.
- Answer open response questions with clear, complete and accurate information across all genres.

Weaknesses in Math:

- Mathematics vocabulary
- Basic facts and computation
- Problem solving

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 be able to analyze, comprehend and cite evidence from grade level text in order to write answers to open response questions with clear, complete and accurate information.
- Students will be able to comprehend math word problems, make applications of learned content vocabulary and implement strategies to persevere in solving them.
- Students will be able to use computation strategies /techniques to automatically recall basic math facts and make reasonable answers.

Julia F. Callahan SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
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 provide opportunities for students to develop, acquire, and improve on vocabulary through class discussion and visual aids. 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. '13-June' 14 Daily	District Curriculum Maps Anchor, Mentor, Content texts Anchor Charts Smartboard/Ken-a- vision Common Planning Time Teachers Principal	Classroom Observation Student Work Samples Formative/Summative Assessments District wide ELA Benchmark Tests
Teachers will maintain a vocabulary word wall.	Sept. '13-June' 14	Vocabulary Words Wall Space	Classroom Observation Maintained Word Walls

Julia F. Callahan SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students' ability to analyze, comprehend, and cite evidence from grade level text in order to answer open response questions.
Student Learning Objective	Students will be able to analyze, comprehend and cite evidence from grade level text in order to write answers to open response questions with clear, complete and accurate information.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will continue to support students' ability to access grade level text through tiered instruction/support. Teachers will practice GROR when teaching comprehension strategies. 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. '13 June' 14 Daily	Anchor, Mentor, Content texts Anchor Charts Prior MCAS Open Response Questions Rubrics Common Planning Time Teachers Principal	Lesson Plans Classroom Observation Authentic assessments w/ open response questions District wide ELA Benchmark Tests

Julia F. Callahan SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students ability to solve multi-step problems and demonstrate mastery of math vocabulary
Student Learning Objective	Students will be able to comprehend math word problems, make applications of learned content vocabulary and implement strategies to persevere in solving them.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will scaffold modeling strategies to make students successful at solving word problems using the acronym CUBES.	Sept.'13-June'14	MA Curriculum Frameworks for Mathematics LPS Curriculum Maps Knowledge Exchange Resource Guide (Gr.3-5) Prior MCAS Open Response Questions, CUBES Chart Problem Solvers Common Planning Time Teachers Principal	Lesson Plans Classroom Observation District developed Unit Tests Formative/Summative Assessments School and District wide Math Assessments

Julia F. Callahan SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students' accuracy and automaticity of basic math facts
Student Learning Objective	Students will be able to use computation strategies /techniques to automatically recall basic math facts and make reasonable estimates.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will utilize best practices in Math to provide opportunities to increase automaticity of facts.	Sept.' 13-June' 14	Study Island, Smart Boards, Daily math review program such as Math Minutes, Flash Cards Calendar Math Homework practice Teachers, Students, Parents Principal	Calendar Math activities reflected/displayed in classroom Classroom observations Charting/Graphing of Progress by students

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.
- 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.
- Veteran's Day Assembly
- Memorial Day Assembly
- Winter Choral Performance