

# **Julia F. Callahan Elementary School**

## **School Improvement Plan**

**June 2015**

### **PIM Team Members**

**Dr. Brian T. Fay-Principal**

**Ellen Allard-CIT/ELA**

**Leslie Cole-Kindergarten Teacher**

**Mary Ellen Gray-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**

### **School Council Members**

**Dr. Brian T. Fay-Principal**

**Ellen Allard-CIT/ELA**

**Kim Staples-Second Grade Teacher**

**Mary Ellen Gray-First Grade Teacher**

**Gina Grassa-Fifth Grade Teacher**

**Anita Veilleux-King's Lynn/School Business Partner**

**Kathy Alukonis-Parent**

**Kelly Godfrey-Parent**

**April Ordonez-Parent**

**Kathleen Sullivan-Parent**

## EXECUTIVE SUMMARY

### School Profile and Demographics

As of May 2014, the Julia F. Callahan School has a student population of approximately 491 students, making it the sixth largest elementary school in Lynn. Demographically the student population is 15.3% African American, 9.6 % Asian, 46.2% Hispanic, 0% Native American, 5.9% Multi-Race Non-Hispanic, and 23% White.

The student population is composed of 38.5.5% of students whose first language is not English, 9.2% who are Limited English Proficient, 78% who are low income 19.1% who receive services from the Special Education Department and 82.7% of High Needs.

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

Kindergarten-3 classes	5 <sup>th</sup> Grade-3 classes
1 <sup>st</sup> Grade 3classes	1 Emotionally Impaired Sped K-2 Classroom
2 <sup>nd</sup> Grade- 3 classes	1 Emotionally Impaired Sped Gr. 3 Classroom
3 <sup>rd</sup> Grade- 3 classes	2 Emotionally Impaired Gr. 4-5 Classroom
4th Grade-2 classes	1 Developmentally Delayed 1-3 Classroom

The support staff consists of: two Special Education Teachers, one Integrated Technology Instructor, one ELL teacher, 2 Reading teachers and CIT 1 Social Worker and 1 Behavior Specialist. Additional part time staff includes 1School Adjustment Counselor 1Music, 1 Art and 1 Physical Education Teacher.

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Callahan	491	15.3	9.6	46.2	0	23	5.9	38.5	9.2	78	19.1	82.7
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

## 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	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	80	76.1	83.3	74.6	25	No Change	0	0
Math	76.3	73.5	80.3	72.7	25	No Change	0	25
Science	71	58.8	75.8	64.2	50	Improved Below Target	0	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	48	55.5	51.5	75	On Target
Math	51	37	41	38	25	Below Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 46

## 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
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
2013	0	3	30	34	55	52	16	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	21	20	29	38	30	27	21	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	1	3	41	31	43	45	15	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	4	6	41	28	43	51	12	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2006</b>	13	8	38	37	43	42	6	14
<b>2007</b>	6	6	49	46	33	35	13	12
<b>2008</b>	8	6	43	40	45	40	3	14
<b>2009</b>	17	6	53	36	31	40	0	18
<b>2010</b>	13	6	44	37	31	38	12	18
<b>2011</b>	2	7	51	44	41	34	5	15
<b>2012</b>	5	9	32	39	43	34	20	18
<b>2013</b>	7	9	37	44	37	32	19	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2006</b>	8	9	32	23	33	35	27	33
<b>2007</b>	18	10	35	33	38	37	10	19
<b>2008</b>	8	13	25	25	53	37	13	25
<b>2009</b>	14	11	50	27	22	28	14	34
<b>2010</b>	23	12	27	24	33	37	17	27
<b>2011</b>	9	12	30	34	46	33	15	21
<b>2012</b>	8	13	22	28	33	33	37	26
<b>2013</b>	16	15	22	33	36	31	26	20

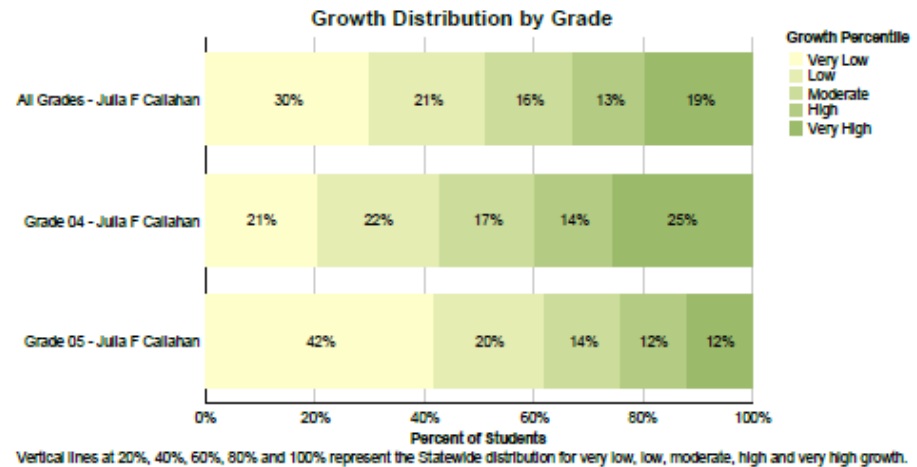
## Student Growth Percentile by School and Grade

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.

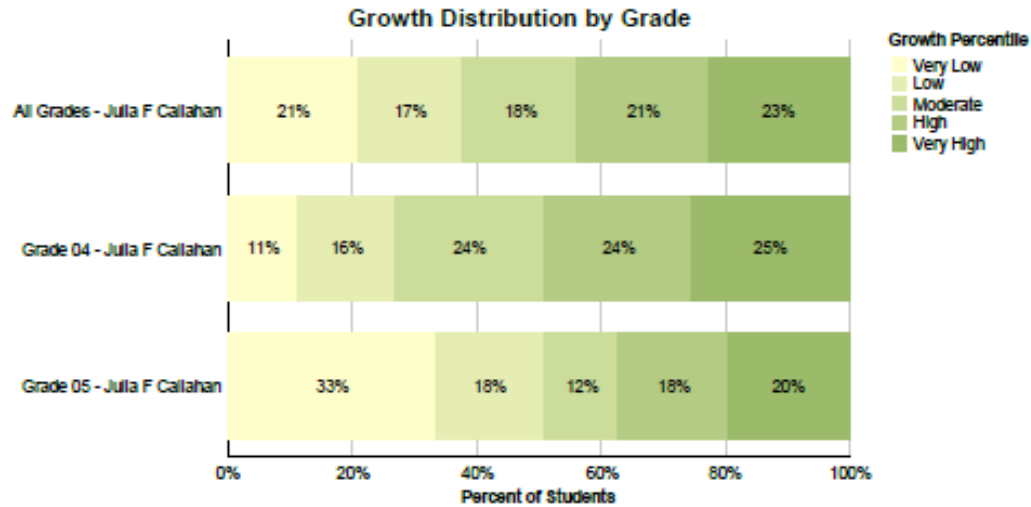


### Spring 2013 MCAS School Growth Distribution Mathematics

District: Lynn  
Subject: Mathematics



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Julia F Callahan	34	24	18	15	22	38.0	113	44	195
Grade 04 - Julia F Callahan	13	14	11	9	16	48.0	63	45	74
Grade 05 - Julia F Callahan	21	10	7	6	6	30.5	50	38	58



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Julia F Callahan	24	19	21	24	26	51.5	114	39	197
Grade 04 - Julia F Callahan	7	10	15	15	16	58.0	63	42	74
Grade 05 - Julia F Callahan	17	9	6	9	10	38.0	51	44	59

### 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, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 and 2013-2014 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	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	59	17	24	53	13	34	63	25	12	55	22	23	58	30	12
	Winter	73	18	9	63	20	17	65	17	18	77	8	15	77	17	6
	Spring	60	17	23	55	23	22	54	24	22	67	19	14	76	13	11

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Initial Sound Fluency	Fall	44	35	21	37	38	25	42	41	17	39	5	56	42	14	44
	Winter	44	46	10	34	48	18				64	15	21	75	8	17
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	50	39	11	45	32	23	34	17	49	39	31	30	37	49	14
	Winter	64	30	6	63	25	12	52	26	22	52	17	31	67	14	19
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Words Fluency CLS	Fall	71	22	7	68	20	12	47	23	30	64	17	19	72	14	14
	Winter	64	25	11	60	12	28	42	42	16	47	30	23	67	28	5
	Spring															



**GRADE 1**

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	59	27	14	62	27	11	69	13	18	56	26	18	68	23	9
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	43	39	18	52	43	5	51	28	21	41	34	25	47	28	25
	Winter	79	17	4	98	2	0	88	7	5	84	14	2			
	Spring	89	9	2	97	3	0	89	9	2	95	5	0			

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	49	33	18	58	36	6	51	24	25	44	20	36	43	29	28
	Winter	37	44	19	58	40	2	49	19	32	48	39	13	52	25	23
	Spring	65	30	5	79	19	2	45	14	41	51	18	31	47	26	27

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	58	26	16	71	27	2	58	24	18	53	37	10	45	23	32
	Spring	62	19	19	72	28	0	57	20	23	67	26	7	48	15	37

**GRADE 2**

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall Winter Spring	55	24	21	53	31	16	62	31	7	66	21	13	58	34	8

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	54	24	22	59	18	23	61	33	6	72	20	8	58	23	19
	Winter	64	9	27	60	15	25	68	17	15	75	18	7	59	26	15
	Spring	52	23	25	73	20	7	65	19	16	70	20	10	49	37	14

**GRADE 3**

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	57	37	6	54	34	12	67	26	7	64	27	9	67	18	15
	Winter	52	36	12	60	25	15	83	9	8	64	19	17	70	20	10
	Spring	37	54	9	62	20	18	69	22	9	48	41	11	69	19	12

**GRADE 4**

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	42	33	25	61	12	27	60	25	15	46	23	31
	Winter	47	43	10	60	24	16	76	18	6	68	18	14
	Spring	52	35	13	47	30	23	71	20	9	61	25	14

**GRADE 5**

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	63	13	24	63	30	7	52	24	24	55	16	29
	Winter	68	16	16	69	27	14	63	13	24	64	20	16
	Spring	60	16	24	60	30	10	52	22	26	64	20	16

### Implementation Summary of 2013/2014 School Improvement Plan

The following chart gives the goals from Julia F. Callahan’s SY 2013/2014 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

<b>Measurable Goals</b>	<b>Strategies</b>	<b>Implementation Status/Summary</b>
<p><b>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</b></p> <p><b>ELA</b></p>	<p>Teachers will model for, practice with and coach students to use clear, complete and accurate information to answer open response questions across all genres.</p>	<p>Our CPI Index score fell 1.5 points to 74.6 and our SGP fell from 55.5.0 to 51.5 points. Teachers have practiced, modeled and coached students to answer open response questions, citing evidence from the text, however the results did not yield effective results</p>
	<p>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.</p>	<p>Teachers have been observed scaffolding and modeling when teaching word analysis and context clues. Word walls were visible in all classrooms. An item analysis of the 2013 MCAS indicated that vocabulary was a strength for our students.</p>
<p><b>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</b></p> <p><b>Mathematics</b></p>	<p>Teachers will continue to model strategies and multi-step problem solving processes to solve problems.</p>	<p>Our aggregate CPI index score fell below our target, however we were able to raise our PPI scores for High Needs students and Low Income to receive a ratings of improved for narrowing the deficiency gap. MCAS open response questions have been incorporated into weekly lesson plans for practice with problem solving.</p>
	<p>Teachers will continue to model for, practice with, and coach students to use math vocabulary in oral and written communication to solve problems.</p>	<p>Teachers have maintained a Standards-Based word wall aligned to the LPS math curriculum.</p>

## **Julia F. Callahan 2014/2015 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 2014-2015 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. (6 and 7 are not applicable to our elementary population)**

### **Data Analysis – Strengths and Weaknesses**

The 2013 AYP report indicates that we did not meet the CPI target scores required. In ELA Our CPI Index score fell 1.5 points to 74.6 and our SGP fell from 55.5.0 to 51.5 points. In Math, our aggregate CPI index score fell below our target, however we were able to raise our PPI scores for High Needs students and Low Income to receive a rating of improved for narrowing the deficiency gap. We will continue to address the needs of our Second Language Learners by implementing SIOP strategies into daily instruction. Many of our teachers have completed the **RETELL** course and the remaining staff will be trained in the next cohort. Our school staff has been identified to receive **HOTS** training in summer of 2014. This training will help teachers improve instruction, increase student engagement and develop higher order thinking skills in students.

Based on the most recent analysis of 2013 MCAS data the identified areas of weaknesses in ELA and Math include:

#### **Weaknesses in ELA:**

- Students' ability to determine theme and main idea from the text
- Students' ability to analyze, comprehend, and cite evidence from grade level text in order to answer open response questions.

#### **Weaknesses in Math:**

- 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 read closely to determine what the text says explicitly and make logical inferences from it.
- Students will cite specific textual evidence to support conclusions drawn from the text when writing answers to open response questions.
- 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 2014/2015 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.		
Identified Student Weakness	Students' ability to determine theme and main idea from text.		
Student Learning Objective	Students will read closely to determine what the text says explicitly and make logical inferences from it.		
Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><b>Incorporating the GROR) Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Through direct instruction teach each of the 6 LPS reading comprehension strategies. All strategies will be explicitly taught at the beginning of the school year and then application of the skills will be expected all year.</li> <li>• Model for, practice with and coach students to read closely to determine what the text says explicitly and to make logical inferences from it.</li> </ul>	Sept. '14-June '15 Daily	Refresher PD (7 Keys to Comprehension) MA Curriculum Frameworks for ELA LPS Curriculum Maps Anchor, Mentor and Content Texts Anchor Charts SMART Boards Common Planning Time Classroom Teachers, Support Staff, Principal	Lesson Plans/Plan Book Formal and Informal Observations Student Work Samples posted or collected Authentic Assessments District Wide ELA Benchmark Tests District Wide Unit Tests Data Analysis of Summative Tests

## Julia F. Callahan SY 2014/2015 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.
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 cite specific textual evidence to support conclusions drawn from the text when writing answers to open response questions.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><b>Incorporating the GROR Model Teachers will:</b></p> <ul style="list-style-type: none"> <li>• provide strategies for students to analyze open response questions</li> <li>• Incorporate “Accountable Talk” and Higher Order Thinking Skills (HOTS) to engage students, allowing for multiple opportunities for them to think and talk deeply about a text before responding in writing.</li> <li>• Model for practice with and coach students to cite specific textual evidence when writing to support conclusions drawn from text.</li> <li>• Pending District Funding, provide targeted instruction for MCAS prep in an extended day program</li> </ul>	Sept. '14 June'15 Daily	District PD for <b>HOTS</b> PD for Strategies to Answer Open Response Questions Anchor, Mentor and Content Texts Anchor Charts Prior MCAS Open Response Questions Teacher created materials Rubrics SMART Boards Common Planning Time Classroom Teachers, Support Staff, Principal	Lesson Plans/Plan Book Formal and Informal Observations Student Work Samples posted or collected Authentic Assessments w/open response questions District Wide ELA Benchmark Tests District Wide Unit Tests Data Analysis of Summative 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.
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
<p><b>Incorporating the GROR Model Teachers will:</b></p> <ul style="list-style-type: none"> <li>• model, coach and practice strategies to solve problems including using diagrams, objects and peer assisted learning activities along with specific, explicit instruction that is data and standards based driven.</li> <li>• model and practice the school-wide strategy <b>CUBES</b> (Circle, Underline, Box, Evaluate Solve)</li> <li>• Pending District Funding, provide targeted instruction for MCAS prep in an extended day program</li> </ul>	Sept. '14-June '15	MA Frameworks for Mathematics/ LPS Curriculum Maps Knowledge Exchange Resource Guide (Gr.3-5) Prior MCAS Open Response Questions, CUBES Chart Problem Solvers SMART Boards Common Planning Time Classroom Teachers, Support Staff, Principal	Lesson Plans/Plan Book Formal and Informal Observations Student Work Samples posted or collected Authentic Assessments District Wide Math Benchmark Tests District Wide Unit Tests Data Analysis of Summative 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.
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
<p><b>Incorporating the GROR Model Teachers will:</b></p> <ul style="list-style-type: none"> <li>Model for, coach to, and practice with students, strategies and techniques to automatically recall basic math facts and make reasonable estimates.</li> </ul>	Sept.'14-June'15	First in Math (software program) Smart Boards, Daily math review program such as Math Minutes, Flash Cards Calendar Math Reference Sheets Homework practice	Lesson Plans/Plan Book Formal and Informal Observations Formative 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.
- Community/Family Science Night/Fair Celebration
- Informational Parent Night explaining MCAS data
- The Callahan School has an active PTO that orchestrates several family events and raises funds to support the school community.
- Parent volunteers staff our newly decorated and updated 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