

**William Fallon Elementary School  
School Improvement Plan  
May 2014**

**PIM Team Members**

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## EXECUTIVE SUMMARY

### School Profile and Demographics

The William Fallon Elementary School is a special education program for students in grades Pre- K through six who have been unsuccessful in a traditional school setting due to mental health diagnosis that result in social/ emotional and behavioral challenges. Students may also have developmental delays, or significant intellectual impairment. The William Fallon Elementary School facilitates the transitioning of students from more restrictive programs such as hospitals or residential programs back into the LPS. Collaboration with parents, therapists and outside agencies ensures a coordinated team effort. It is the only alternative elementary school among Lynn's nineteen elementary schools.

### Enrollment Data 2013-2014

As of October 1, 2013, there were 46 students enrolled at the William Fallon Elementary School. 100% of the students have Individualized Educational Plans with social/emotional and behavioral disabilities. The students often have significant cognitive disabilities and learning disabilities.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Fallon	46	19.6	2.2	45.7	0	28.3	4.3	28.3	8.7	91.3	100	100
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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	2013 CPI Target	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	45	44.6	N/A	N/A	N/A	N/A	N/A
Math	45.2	40.7	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	N/A	N/A	N/A	N/A
Math	51	N/A	N/A	N/A	N/A

Accountability and Assistance Level- N/A
Cumulative PPI (all students)- N/A

**\*Due to the fact that Fallon Elementary School is considered a new school, there is no accountability status.**



<b>Grade 6 ELA</b>	<b>Advanced</b>		<b>Proficient</b>		<b>Needs Improvement</b>		<b>Warning</b>	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2009</b>	0	6	10	41	30	36	60	17
<b>2010</b>	0	4	10	41	50	33	40	22
<b>2011</b>	NA	5	NA	37	NA	37	NA	21
<b>2012</b>	NA		NA		NA		NA	
<b>2013</b>	NA		NA		NA		NA	

<b>Grade 6 Math</b>	<b>Advanced</b>		<b>Proficient</b>		<b>Needs Improvement</b>		<b>Warning</b>	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2009</b>	0	10	9	28	45	33	45	30
<b>2010</b>	NA	10	NA	26	NA	30	NA	34
<b>2011</b>	NA	10	NA	26	NA	30	NA	34
<b>2012</b>	NA		NA		NA		NA	
<b>2013</b>	NA		NA		NA		NA	

<b>All Grades ELA</b>	<b>Advanced</b>		<b>Proficient</b>		<b>Needs Improvement</b>		<b>Warning</b>	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2009</b>	0	5	3	34	21	41	76	19
<b>2010</b>	0	5	7	43	27	36	67	16
<b>2011</b>	0	7	4	44	48	34	48	15
<b>2012</b>	0	43	7	33	43	33	50	17
<b>2013</b>	4	7	15	42	19	35	62	16

<b>All Grades Math</b>	<b>Advanced</b>		<b>Proficient</b>		<b>Needs Improvement</b>		<b>Warning</b>	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2009</b>	0	9	6	28	35	34	59	28
<b>2010</b>	4	13	15	27	35	34	46	26
<b>2011</b>	0	12	12	29	38	33	50	26
<b>2012</b>	0	12	4	28	26	34	70	26
<b>2013</b>	8	13	13	28	13	34	67	25

## 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 after are At/Above Benchmark, Below Benchmark, and Well Below Benchmark

### Grade K

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
Letter Naming Fluency	Fall	70	20	10	50	17	33	50	0	50	0	100	0
	Winter	38	23	39	75	0	25	50	50	0	0	0	100
	Spring	50	14	36	75	0	25	75	0	25	75	0	25

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
Initial Sound Fluency	Fall	70	10	20	17	0	83	50	0	50	0	0	100
	Winter	17	50	33				0	50	50	0	0	100
	Spring												

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
Phoneme Segmentation Fluency	Fall												
	Winter	9	9	82	25	12	63	0	50	50	0	0	100
	Spring	21	43	36	0	63	37	25	0	75	25	0	75

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
Nonsense Words Fluency CLS	Fall												
	Winter	18	9	73	25	0	75	0	0	100	0	0	100
	Spring	36	21	43	29	42	29	25	0	75	25	0	75

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	55	0	45	22	39	39	36	37	27	33	0	67	60	40	0
	Winter	NA														
	Spring	NA														

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	11	45	44	28	28	44	27	37	36	0	0	100	20	60	20
	Winter	10	30	60	40	40	20	58	34	8	17	50	33			
	Spring	10	70	20	78	22	0	91	0	9						

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	45	22	33	17	22	61	27	9	64	33	0	67	40	20	40
	Winter	9	46	45	13	27	60	25	17	58	50	0	50	43	28	29
	Spring	30	10	60	28	39	33	27	9	64				43	28	29

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	NA														
	Winter	25	25	50	7	13	80	17	8	75	50	0	50	57	14	29
	Spring	14	43	43	11	6	83	27	9	64				57	0	43

**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	14	14	72	75	0	25	36	18	46	25	38	37	40	20	40
	Winter	NA														
	Spring	NA														

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	17	33	50	50	25	25	18	18	64	37	25	38	30	10	60
	Winter	12	12	76	14	29	57	14	14	72	20	30	50	36	9	55
	Spring	14	0	86	14	29	57	15	23	62				44	0	56

**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	8	0	92	17	17	66	0	0	100	12	12	76	27	37	36
	Winter	0	7	93	12	25	63	0	20	80	11	33	56	46	18	36
	Spring	0	9	91	17	0	83	0	17	83				40	20	40

**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	0	0	100	17	0	83	0	0	100	33	11	56
	Winter	0	0	100	37	12	51	17	0	83	12	12	76
	Spring	0	0	100	33	11	56				12	25	63



**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	0	0	100	0	20	80	33	0	67	0	0	100
	Winter	11	11	78	0	0	100	22	11	67	0	0	100
	Spring	0	0	100	0	25	75				0	33	67

**Grade 6**

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				0	22	78				25	0	75
	Winter				10	20	70				25	0	75
	Spring				25	0	75				25	25	50



## Implementation Summary of 2013-2014 School Improvement Plan

The following charts provide the results for the strategies that were put in place for the goals set for William Fallon Elementary School Improvement Plan SY 2013 - 2014.

Measurable Goals	Strategies	Implementation Status/Results
<p>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</p> <p>ELA</p>	<p>Using explicit systematic Direct Instruction reading programs, a variety of text across all content area at the students' independent level, students will improve their fluency.</p>	<p>Teachers will use Direct Instruction reading programs (Corrective Reading, Reading Mastery), along with ample opportunities to read connected text at students independent level daily. Monthly DIBELS progress monitoring was completed by teachers, demonstrating growth at the instructional level. As a school, the overall average increase in Oral Reading Fluency was 29%. Academic intervention groups were offered to students who were in the low average to below average range according the DIBELS winter benchmark scores. The instruction was data driven using weekly item analysis of students work samples and test scores. District ELA coaches worked closely with teachers to help support standards based instruction and implementation of lessons. During this time, they modeled lessons and debriefed with the teacher they worked with to answer any questions. Teachers felt this was very valuable to their professional practices.</p>
	<p>Teachers will systematically instruct, model, and demonstrate comprehension strategies necessary to understand text across all content areas and respond to a variety of questions, (short answer, multiple choice, and open response).</p>	<p>Teachers will systematically instruct the Six Basic Reading Comprehension Strategies across all content areas. Teachers used Harcourt Trophies Reading Series and followed the suggested mapping for each grade. The mapping included the comprehension strategies to be addressed within each genre. Know Atom was the Science curriculum that was used. Anchor Benchmark materials were used to supplement instruction of the comprehension strategies. Through the use of Anchor Benchmark materials, such as graphic organizers, students exhibited more independence and understanding of the focused comprehension strategies. Academic intervention groups were offered to students in grade 3 to strengthen their comprehension skills and grade 4 to help them improve their comprehension skills to increase their performance on MCAS. The instruction was data driven using weekly item analysis of students work samples and test scores. District ELA coaches worked closely with teachers to help support standards based instruction and implementation of lessons. During this time, they modeled lessons and debriefed with the teacher they worked with to answer any questions. Teachers felt this was very valuable to their professional practices.</p>

Measurable Goals	Strategies	Implementation Status/Results
<p>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</p> <p>Math</p>	<p>Using MA. Frameworks Common Core number sense standards, teachers will systematically model, practice, and coach students in number sense concepts.</p>	<p>Most of the students were placed in groups according to their grade level. The students who were on Alternative MCAS Math assessment were grouped at their instructional levels. Teachers instructed students in the area of number sense using a variety of materials: Every Day Counts Calendar board, Houghton Mifflin Math, On Core, Number Worlds, Common Core Mathematics, Groundworks, Problem Solvers, Math Mad Minute drills and teacher made materials. Websites utilized to increase student's number sense fluency were FirstinMath.com and Sumdog.com. Word walls needed to be implemented with fidelity. Academic intervention groups were offered to students in grades 3 - 6. The purpose was to solidify student skills in number sense. The instruction was data driven using weekly item analysis of students work samples and test scores. District Math coaches worked closely with teachers to help support standards based instruction and implementation of lessons. During this time, they modeled lessons and debriefed with the teacher they worked with to answer any questions. Teachers felt this was very valuable to their professional practices.</p>
	<p>Using MA. Frameworks Common Core standards, teachers will systematically model, practice, and coach students in solving word problems across all strands.</p>	<p>Teachers provided systematic direct instruction to develop strategies enabling students to solve multiple step word problems (understanding of the question, vocabulary, order of operation and selecting the appropriate strategy). Students worked on calendar board and daily word problems using Houghton Mifflin, On Core, Common Core Mathematics, Number Worlds, Groundworks, Daily Mathematics Challenges and Problem Solvers. Websites used included Firstinmath.com and Sumdog.com. The students also had the opportunity to utilize these websites at home as they each had a username and password to access their own accounts. The teachers of grades 3 – 6 used previous MCAS questions and prompts. The unit for word problems was implemented as a separate unit. Word problems need to be incorporated within each topic so that the students have the necessary mathematical knowledge/skills, and vocabulary necessary to appropriately solve the problems. Academic intervention groups were offered to students in grades 3 - 6. The purpose was to solidify student skills in problem solving,</p>

		<p>choosing appropriate strategies, and applying mathematical concepts. The instruction was data driven using weekly item analysis of students work samples and test scores. District Math coaches worked closely with teachers to help support standards based instruction and implementation of lessons. During this time, they modeled lessons and debriefed with the teacher they worked with to answer any questions. Teachers felt this was very valuable to their professional practices.</p>
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Measurable Goals	Strategies	Implementation Status/Results
<p><b>Goal: Improvement in all content areas</b></p>	<p>Using MA. Frameworks Common Core standards, teachers will systematically model, practice, and coach students across all content areas to improve student vocabulary acquisition and appropriate application.</p>	<p>Teachers utilized and maintained word walls in ELA, Math, and Science, incorporated higher level tier II &amp; III vocabulary into a variety of writing samples. Teachers planned for the integration, repetition, and meaningful use of learned vocabulary. Various strategies were used to implement content vocabulary. Students word fluency increased therefore they were able to better understand the directions, content vocabulary, and the strategy of using context clues to find meaning within the text. Through the increased of vocabulary acquisition the students comprehension improved.</p>
	<p>Teachers will provide instruction to help students understand, apply, and internalize coping strategies necessary to increase their pro-social on task behavior.</p>	<p>Teachers implemented the William Fallon Elementary School's behavior management system (PBIS, procedures and protocols, daily point sheets, weekly levels and differential reinforcements. Students participated in cooperative games, social skills groups (Second Step), character education themes, and monthly community service. Playworks, a structured recess/ free time of games and activities to teach and model social skills, was implemented this year. Most of the staff participated in the professional development. The program has taught the students turn taking, compromising, and good sportsmanship skills. Individual and group counseling sessions were provided by the clinical directors. Raw Arts and Roman Music supplemented the therapeutic milieu. A significant improvement was noted in the SWIS data, documenting the overall decrease in time out referrals, suspensions and restraints.</p>

## **William Fallon Elementary School Pre K - 6 SY 2014-2015 School Improvement Plan**

### **Goal**

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.**

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

The 2013 PPI report for ELA and Mathematics shows INSUFFICIENT DATA.

William Fallon Elementary School uses a variety of formal, informal and authentic assessments to measure students' progress and strengths and weaknesses (Key Math, Woodcock-Johnson, DIBELS Next benchmark and progress monitoring Maze, Wilson, Corrective Reading Program, Reading Mastery, Foundations, OWL). Results from these assessments show that our students have made individual growth from year to year (Student Growth Percentiles, DIBELS progress monitoring, student portfolios). Growth is commensurate with cognitive and emotional profiles. The William Fallon Elementary School Data Team works directly with the May Institute to analyze SWIS data and implement differential reinforcement for Tier 2 and Tier 3 behavior. Our team recognizes the following areas of weaknesses that need to be addressed:

#### **Weaknesses in All Content Areas:**

- Students have difficulty using and applying grade level content area vocabulary
- Students have difficulty managing their behavior, pro-social and on-task behavior

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

- Students continue to struggle with the reading comprehension strategies specifically, inferencing and drawing conclusions
- Students continue to struggle with word analysis (phonemic awareness, phonics, and fluency)

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

- Students struggle with basic number sense skills and computation
- Students struggle with solving multi step word problems
- Students struggle with identifying fractions (equivalence, ordering, comparing, drawing visual models) and computing fractions

## **Student Learning Objectives**

The action plan that follows outlines the seven 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 acquire and apply vocabulary in all content areas.
- Students will acquire and practice making inferences and drawing conclusions to improve comprehension
- Students will acquire and practice decoding skill to improve fluency
- Students will increase abilities in number sense and computation skills
- Students will increase abilities to solve multi-step word problems
- Students will increase abilities to identify equivalencies, ordering, comparing, drawing visual models and computing fractions
- Students will increase pro-social, on-tasks behavior

**William Fallon Elementary School 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	Difficulties with inferencing and drawing conclusions impact the students' ability to comprehend text across the content areas.
Student Learning Objective	Through systematic instruction of the reading comprehension strategies of inferencing and drawing conclusions, students will be able to apply and comprehend text across all content areas.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will provide Direct Instruction to teach each of the six district reading comprehension strategies, while focusing specifically on inferencing and drawing conclusions. Using a gradual release of responsibility, students will select and apply the appropriate comprehension strategy when reading across the content areas.	Daily Sept. 2014 – June 2015	Books of various genre at developmentally appropriate levels, released MCAS questions, smart board technology, SRA Corrective Reading, SRA Reading Mastery, Wilson Reading Program, Florida Center for Reading Research, Trophies, Foundations, OWL, <u>7 Keys to Comprehension How to Help Your Kids Read It and Get It!</u> By Susan Zimmermann and Chryse Hutchins, Imagine Learning	Student work samples across all content areas, teacher observation, formal/informal assessments, student oral responses, open response prompts, professional development plans, Collins writes



**William Fallon Elementary School 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	Due to high mobility rate, students often enter with varying literature experiences, including lack of exposure to rich literature in the formative years.
Student Learning Objective	Students will use and apply tier two and tier three vocabulary in all content areas.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Through Direct Instruction with gradual release of responsibility students will demonstrate an understanding of tier two and three vocabulary, by their ability to solve problems and write for a variety of purposes across all content areas.	Daily Sept. 2014 – June 2015	Books of various genre at developmentally appropriate levels, word walls, <u>Bring Words to Life</u> by Isabel Beck, <u>Words, Words, Words Teaching Vocabulary in Grades 4 -12</u> , reference materials, graphic organizers, SRA Corrective Reading, SRA Reading Mastery, Wilson Reading Program, Florida Center for Reading Research, Trophies, OWL, Foundations, Read Naturally reading program, Great Leaps	Teacher observation, student work samples in all content areas, formal/informal assessments, discussions, graphic organizers, writing across all content areas

**William Fallon Elementary School 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	Student weaknesses in word analysis (phonemic awareness, phonics, and fluency) impact the students' ability to decode words therefore affecting fluency.
Student Learning Objective	Students will acquire, practice, and apply strategies for word analysis and develop the automaticity to improve fluency.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will provide direct instruction with gradual release of responsibility until students can demonstrate an understanding of word analysis, improve sight word vocabulary, and fluently read connected text at their instructional level.	Daily  Sept. 2014 - June 2015	Books of various genre at independent and developmentally appropriate levels, decodable books, books on tape, sight word lists, readers theater books, SRA Corrective Reading, SRA Reading Mastery, Wilson Reading Program, Florida Center for Reading Research, DIBELS Next, Imagine Learning, Dolch and Frye Word Lists, Read Naturally, Trophies, Foundations, and OWL	DIBELS Next scores, teachers' informal observations, progress monitoring, reading inventories, Imagine Learning, Dolch and Frye Word Lists, controlled vocabulary text, and direct instruction reading programs.

**William Fallon Elementary School 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' weaknesses in number sense and computational fluency.
Student Learning Objective	Students will increase their number sense and computational fluency.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will provide direct instruction of MA frameworks Common Core Standards in number sense with gradual release of responsibility until students can demonstrate computational fluency while solving a variety of math problems.	Daily  Sept 2014 -June 2015	Read, Write and Draw workbooks, Problem Solvers, Groundworks, On Core Math program, LPS mapping guide, Prior MCAS open response questions, pre/posttests, online testing opportunities, Common Core Mathematics, Number Worlds, Firstinmath.com, Sumdog.com	Student work samples across all math standards – Daily Problem Solvers, Read It, Draw It, Solve It, sample MCAS questions, sample PARCC questions, word wall, math vocabulary rings, district benchmark assessments

**William Fallon Elementary 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' weakness in fluency, reading comprehension and mathematical vocabulary lead to difficulties in solving multi step word problems.
Student Learning Objective	Students will solve multi-step word problems through all mathematical domains to increase their fluency and ability to solve real world mathematical problems by identifying the appropriate strategies needed to solve problems within each Common Core standard.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will provide direct instruction with gradual release of responsibility (scaffolding) until students can solve multi-step word problems.	Sept 2014-June 2015	Read, Write and Draw workbooks, Problem Solvers, Groundworks, On Core Math program, LPS mapping guide, Prior MCAS open response questions, pre/posttests, online testing opportunities, Common Core Mathematics, Number Worlds, Firstinmath.com, Sumdog.com	Student work samples across all math standards – Daily Problem Solvers, Read It, Draw It, Solve It, sample MCAS questions, sample PARCC questions, word wall, math vocabulary rings, district benchmark assessments

**William Fallon Elementary 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' weaknesses are recognizing fractions as numbers, fraction equivalency, ordering and comparing fractions, drawing visual models as well as computing with fractions.
Student Learning Objective	Students will develop an understanding of fractions as numbers. They will increase their ability to recognize equivalent fractions and be able to order and compare fractions through the use of visual fraction models. Students will also be able to compute fractions using all four operations.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will provide direct instruction with gradual release of responsibility (scaffolding) until students develop the abilities to identify equivalencies, ordering, comparing, drawing visual models and computing with fractions .	Sept 2014-June 2015	Read, Write and Draw workbooks, Problem Solvers, Groundworks, On Core Math program, LPS mapping guide, Prior MCAS open response questions, pre/posttests, online testing opportunities, Common Core Mathematics, Number Worlds, Firstinmath.com, Sumdog.com	Student work samples across all math standards – Daily Problem Solvers, Read It, Draw It, Solve It, sample MCAS questions, sample PARCC questions, word wall, math vocabulary rings, district benchmark assessments

**William Fallon Elementary 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	Lack of pro-social strategies due to emotional, mental health and behavioral issues.
Student Learning Objective	Students will develop pro-social skills and coping strategies to solve everyday problems/conflicts.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will provide direct instruction with gradual release of responsibility until students can demonstrate an understanding of coping strategies needed to solve everyday problems/conflicts using skills from the Second Step Program, character education, social skills groups, pragmatic groups, clinical therapeutic counseling, individual and group sessions, William Fallon Elementary School's behavior management system (point sheets, levels, behavior charts and/or contracts), and PBIS.	Daily  Sept. 2014 - June 2015	William Fallon Elementary School's, behavior management system, PBIS, Second Step, and clinical therapeutic individual and group counseling. Character Education programming, community service projects, Roman Music and Raw Arts, Playworks	Work samples that demonstrate implementation of Second Step Program, Social skills groups, Pragmatic groups, behavior management system, community service efforts, annual school wide theme, point sheets, levels, SWIS data collection

## **Parent Involvement**

The William Fallon Elementary School requires ongoing communication between parents and staff to ensure that a student's needs are met. Parents are informed of their child's day through Classroom Daily Reports.

In addition to daily reports, The William Fallon Elementary School reaches out to parents through PTO/School Council with three caretakers as representatives of the families. The school council meets three times per year to discuss the needs of the school presently and for the future. The school council is updated regarding Performance Improvement Mapping, MCAS, and the Progress and Performance Index (PPI).

At the beginning of every school year, parents complete a survey asking what topics of interest they would like to learn and explore. In response, the clinical team has developed a parents' coffee hour where the professional staff at the school or within the community will lead groups in areas of concern, such as ADHD, Bi-Polar Disorder, medication, anger management, MCAS, behavior management, homework, reading, gang awareness, and accessing community services. Weekly coffee hour has been quite effective and successful. This gives the caretakers an opportunity to meet with others and share their concerns and strategies. These meetings are facilitated by the clinical staff. There have been coffee time meetings for grandparents that are caretakers for the students as well. The school has established a parent section in the library for parents to further educate themselves about concerning issues. Books, magazines, and tapes were purchased addressing many of the concerns parents of special education children face at home, in the community, and at school. There is also a space with computer access for parents to do research

A calendar of special events and the William Fallon Elementary School handbook is sent home in early fall. The calendar informs and invites parents to participate in the special events. Special events include Math Week, Book Week/Author Share, Science Fair, Multicultural Fair, Art Show, and Words and Windows. Parents are also encouraged to share their cultural heritages and traditional values to support diversity throughout the school.

The school has an open house in September and two scheduled parent teacher conferences to address academic and social progress of students. For those parents who are unable to attend parent teacher conferences on the scheduled nights, other arrangements can be made. If parents have concerns needing immediate attention, meetings can be scheduled accordingly. Periodically letters are sent home or Net Connect is used as needed to update parents with important information. The William Fallon Elementary School provides numerous opportunities for parent involvement. Throughout the year parents are invited to volunteer in the classroom and encouraged to attend all events hosted by the school. New this year, Ladies' Spa Night, included yoga, manicures, meditation, and salsa dancing, as well as healthy snacks and beverages. Parents know their children best; therefore it's vital for staff and families to communicate on a regular basis to ensure the successful school year so students will develop both emotionally and academically.