

Julia F. Callahan Elementary School
School Improvement Plan
2015-2016

School Improvement Team

Dr. Brian T. Fay – Principal
Mary Foster – Program Specialist
Shirley Moulton-Bachini - CIT
Deborah DeMala – CIT
Debra Koutoulas – Grade 3 Teacher

School Council Members

Dr. Brian T. Fay – Principal
Mary Foster – Program Specialist
Shirley Moulton –Bachini – CIT
Deborah DeMala – CIT
Debra Koutoulas – Grade 3 Teacher
Anita Veilleux-King’s Lynn/School Business Partner
Kathy Alukonis-Parent
Kelly Godfrey-Parent

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

This mission of Callahan School is to empower all students to grow both academically and socially. We believe that all students are kind, smart, and important. Our students will become positive, contributing members of society as a whole, to be able to compete successfully in the 21st century. We believe all children can learn by thinking critically, analyzing information, problem solving, and taking ownership for their learning.

The Callahan School goals are aligned with the district goals and summarize the school's perception of its mission: *provide all students at Callahan School with equitable opportunity for optimal achievement in all academic and social/emotional areas.*

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

The Julia F. Callahan School is a PreK-5 school located in West Lynn. (PreK located off site). The Callahan School serves 505 students, with 17% Special Education and 10% ELL. In addition, 52% of our students are economically disadvantaged, which is higher than the state average of 26% and the district average of 46%. We have three classrooms of each grade level at K-5, four classrooms that house the Emotionally Impaired, and one Intellectually Impaired classroom. Callahan staff includes one school social worker and a behavior specialist. Our student enrollment has remained stable over the past few years. The suspension rate and student retention rate is on the rise and needs to be investigated. Our teaching staff has remained stable (84% teacher retention) with nearly 66% of teachers with more than 16 years experience as compared to the district. Specific demographic data is listed below.

Student Enrollment

	2013	2014	2015	2015 District
PreK	51	50	41	265
Kindergarten	61	69	62	1,222
Grade 1	79	86	88	1,479
Grade 2	84	83	83	1,379
Grade 3	67	74	87	1,275
Grade 4	78	59	78	1,155
Grade 5	60	70	57	1,086
Total	480	491	496	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	78.1	81.8	84.2	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	2%	6%	4%	7%	6%
26-56	67%	67%	73%	70%	75%
Over 56	31%	27%	23%	23%	19%
Median Yrs Experience	-	-	16	8	-
% ≥ 10 Yrs Experience	-	-	66%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	94.4	94.2	94.8	94.0	94.9
Absent 10 or more days (%)	42.3	42.6	34.5	38.2	30.4
Chronically Absent (% with < 90%)	19.0	18.2	14.9	19.1	12.3
Student Retention Rate	7.0	3.5	5.4	4.2	1.6
Out-of-School Suspension Rate	1.7	1.6	3.3	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	16.0	15.3	17.1	10.7	8.7
Asian	9.0	9.6	9.3	9.2	6.3
Hispanic	45.4	46.2	45.6	56.4	17.9
White	25.6	23.0	22.4	19.6	63.7
Multi-Race	4.0	5.9	5.6	3.8	3.1
Male	54	57	55	53	51
Female	46	43	45	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	43.5	38.5	36.3	54.1	18.5
English Language Learner	12.5	9.2	9.7	18.8	8.5
Special Education	20.0	19.1	17.3	15.4	17.1
Economically Disadvantaged	-	-	52.4	46.2	26.3

The staff at the Julia F. Callahan School is comprised of 37 educators including 1 Principal, 1 Program Specialist, 2 Curriculum Instruction Teachers, 25 classroom teachers, 3 Resource/Inclusion Specialist, 1 Reading Teacher, 1 ELL Teacher, 1 Social Worker, 1 Behavior Specialist, and 1 Part-time School Adjustment Counselor.

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

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School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

The Julia F. Callahan Elementary School has implemented several programs as well as interventions to meet the needs of all learners. Teachers routinely differentiate instruction for all learners including English Language Learners and Students with Disabilities. Some of our curriculum and instructional focuses include:

Resources that support our Core Instructional programs include:

For ELA instruction, teachers use a variety of core instructional programs including:

- *Strategies for Writers: Six Traits of Writing* (K-5)
- REACH for Reading (K-2)
- Trophies (3-5)
- DESE Model Curriculum Units (3-5)
- ELA District Curriculum Mapping
- Reading comprehension strategies including Close Reading, Anchor Comprehension, and RACE Open Response Strategy

For Math instruction, teachers use various core instructional programs including:

- GoMath
- CUBES math strategy for problem solving

For Science instruction, teachers in grades K-5 are utilizing:

- District created science units
- Reading A-Z.

Tiered Instruction / supports and interventions:

- RTI using small group instruction across all content areas
- Imagine Learning System 44
- First in Math
- REACH (K-2)

Assessment practices

- District Benchmark Tests
- DIBELS and DAZE
- ACCESS Testing
- WIDA (World-class Instructional Development and Assessment)
- CEPA (Curriculum Embedded Performance Assessment) in DESE units
- District End of Unit Math Assessments
- Teacher created End of Unit ELA Assessments
- Progress Monitoring
- Formative assessments regularly used in classrooms
- Using prior MCAS data to provide additional support through afterschool MCAS Tutoring
- DDM (District Determined Measures)

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School based Professional Development time

- HOTs Training
- Professional Development for “Making the Most of Small Group Instruction” by Debbie Diller
- “Core Six” during Common Planning
- Learning Walks
- Data Tracking with Dr. Lynn Catarius
- Strength Based Approach with Charlie Applestein

Indicators of the school culture

- Morning Announcements with the Callahan Pledge
- Student Council – Safety Patrol
- PTO Sponsored Activities and Enrichment Programs
- Science Night
- Scholastic Book Fair
- PBIS (Positive Behavioral Interventions and Supports)
- “Callahan Eagle of the Week”
- SOAR tickets to promote core values of **S**afety, **O**wnership, **A**ttitude, **R**espect
- Character Ed Assemblies

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools’ Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be “in need of improvement” are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable

Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

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Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

We plan to collect perception data during the 2015-2016 school year using various instruments including:

- PBIS Self-Assessment Teacher Survey
- APTT Parent Survey

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

The Julia F. Callahan Elementary School moved from a Level 2 status to a Level 3 status based on the 2013 MCAS data. We are waiting for additional data to determine the Accountability and Assistance Level for school year 2015.

In ELA our CPI has improved but continues to be below target.

The past three years of MCAS data indicate a decrease in warnings across all grade levels and content areas.

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 3										
School Percentile: 11										
Cumulative PPI (all students) 53										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating	
<u>ELA</u>										
CPI	76.1	74.6	73.9	-0.7	16 th	No Change	76.1	2.2	Improved Below Target	
SGP	55.5	51.5	39	-12.5	12 th	Below Target	55	16	Above Target	
% Advanced	4.3	2.5	3.6	1.1	11 th	Met Target	2.4	-1.2	Not Meeting Target	
% Warning	10.8	10.7	12.2	1.5	22 nd	Not Meeting Target	11.1	-1.1	Not Meeting Target	
<u>Math</u>										
CPI	73.5	72.7	78.3	5.6	26 th	Improved Below Target	77.2	-1.1	No Change	
SGP	41	38	45	7.0	28 th	On Target	42	-3	Below Target	
% Advanced	12.4	12.8	19.0	6.2	30 th	Met Target	18.0	-1.0	Not meeting target	
% Warning	19.9	16.9	14.4	-2.5	30 th	Met Target	11.8	-2.6	Met Target	
<u>Science</u>										
CPI	58.8	64.2	71.7	7.5	22 nd	Improved Below Target	69.7	-2.0	No Change	
% Advanced	3.3	3.4	7.2	3.8	22 nd	Met Target	7.0	-0.2	Not meeting target	
% Warning	26.7	20.7	14.5	-6.2	22 nd	Met Target	19.3	4.8	Not meeting target	

**2105 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 2	School Percentile:	23 rd %ile	Annual PPI = 30	Cumulative PPI = 45
2013	Level 3	School Percentile:	17 th %ile	Annual PPI = 50	Cumulative PPI = 46
2014	Level 3	School Percentile:	11 th %ile	Annual PPI = 70	Cumulative PPI = 53
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	11 (20%)	8 (15%)	High	7 (13%)	276 (24%)
Average	15 (27%)	16 (29%)	Moderate	14 (25%)	221 (19%)
Low Average	5 (9%)	6 (11%)	Typical	11 (20%)	176 (15%)
Below Average	15 (27%)	14 (25%)	Low/Declined	24 (43%)	472 (41%)
Well Below Average	10 (18%)	12 (21%)			
CPI	71.0	68.8	Total	56	1,145

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	13 (17%)	14 (19%)	High	9 (12%)	144 (11%)
Average	24 (32%)	21 (28%)	Moderate	21 (28%)	299 (22%)
Low Average	6 (8%)	10 (13%)	Typical	26 (34%)	487 (36%)
Below Average	16 (21%)	22 (29%)	Low/Declined	20 (26%)	439 (32%)
Well Below Average	17 (22%)	9 (12%)			
CPI	70.7	73.4	Total	76	1,369

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	11 (14%)	19 (27%)	High	28 (39%)	236 (19%)
Average	25 (35%)	25 (35%)	Moderate	14 (19%)	264 (21%)
Low Average	10 (14%)	13 (18%)	Typical	16 (22%)	367 (29%)
Below Average	13 (18%)	9 (13%)	Low/Declined	14 (19%)	379 (30%)
Well Below Average	13 (18%)	6 (8%)			
CPI	74.0	83.0	Total	72	1,246

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	11 (14%)	14 (18%)	High	12 (16%)	136 (12%)
Average	27 (35%)	27 (35%)	Moderate	21 (27%)	271 (24%)
Low Average	10 (13%)	12 (16%)	Typical	11 (14%)	300 (27%)
Below Average	24 (31%)	17 (22%)	Low/Declined	33 (43%)	416 (37%)
Well Below Average	5 (6%)	7 (9%)			
CPI	76.3	78.2	Total	77	1,123

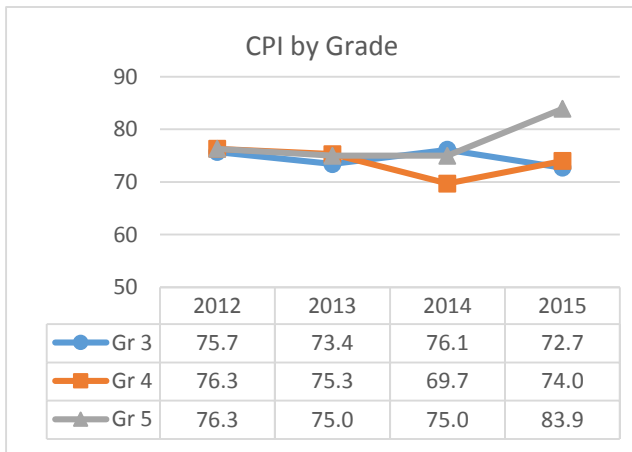
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ENGLISH LANGUAGE ARTS

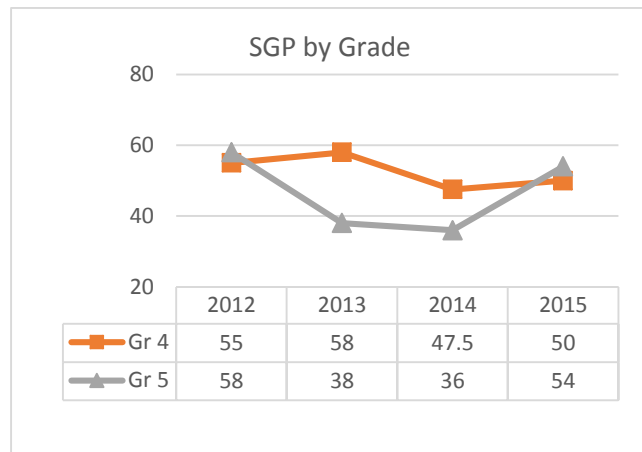
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	186	4	33	46	17	76.1	55.5
School 2013	197	3	36	45	16	74.6	51.5
School 2014	196	4	35	48	13	73.9	39
School 2015	217	2	41	41	15	76.0	55
District 2015	7,228	8	43	33	15	78.8	46

Multi-Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	217	2	41	41	15	76.0	55
Students with Disabilities	55	0	15	44	42	72.3	44
ELL	17	0	18	41	41	58.8	-
Former ELL	19	0	42	53	5	75.0	-
Economically Disadvantaged	100	2	35	49	14	72.3	-
African American /Black	31	3	29	45	23	71.0	-
Asian	26	4	50	42	4	85.6	-
Hispanic	101	2	34	46	19	71.3	48
White	48	0	67	29	4	87.5	50
Male	120	1	39	38	22	72.3	50
Female	97	4	44	44	7	80.7	56

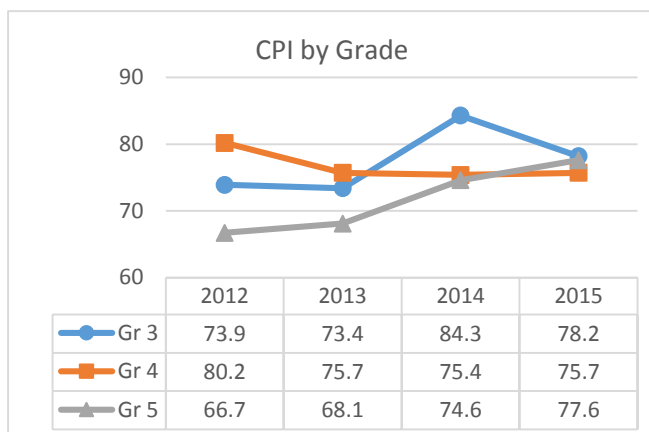
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MATHEMATICS

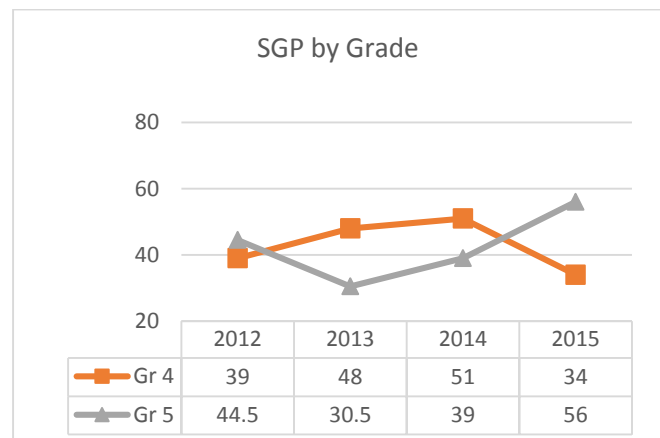
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	186	12	30	32	25	73.5	41
School 2013	195	13	31	37	19	72.7	38
School 2014	195	19	34	33	14	78.3	45
School 2015	220	17	33	34	16	77.2	42
District 2015	7,231	15	28	32	24	71.4	45

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	220	17	33	34	16	77.2	42
Students with Disabilities	61	2	13	41	44	57.0	36
ELL	18	6	39	22	33	63.9	-
Former ELL	20	10	20	65	5	73.8	-
Economically Disadvantaged	127	14	31	36	18	74.8	37
African American /Black	32	22	25	22	31	71.1	-
Asian	26	35	42	19	4	93.3	-
Hispanic	101	8	28	49	16	71.0	37.5
White	50	28	46	20	6	91.0	36
Male	124	14	34	32	20	76.0	41
Female	96	22	31	36	10	78.6	43

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	60	3	8	55	33	58.8
School 2013	58	3	22	48	26	64.2
School 2014	69	7	30	48	14	71.7
School 2015	57	7	32	42	19	69.7
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)	70,861	16	35	37	13	78.2

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	57	7	32	42	19	69.7
Students with Disabilities	11	0	9	55	36	52.3
ELL	1	-	-	-	-	-
Former ELL	8	-	-	-	-	-
Economically Disadvantaged	30	3	20	47	30	60.0
African American /Black	8	-	-	-	-	-
Asian	8	-	-	-	-	-
Hispanic	24	4	21	42	33	57.3
White	13	15	54	31	0	88.5
Male	29	3	31	48	17	69.8
Female	28	11	32	36	21	69.6

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	7	20%	6	15%	6	12%
Emerging	7	20%	5	12%	11	22%
Developing	11	31%	10	24%	17	35%
Expanding	8	23%	10	24%	7	14%
Bridging	2	6%	8	20%	7	14%
Reaching	0	0%	2	5%	1	2%
Total	35		41		49	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	13	45%	9	31%	7	24%
2015	13	45%	5	17%	11	38%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	-	3 (50%)	3 (50%)	-	-	-
Emerging	-	1 (20%)	4 (80%)	-	-	-
Developing	-	-	7 (58%)	5 (42%)	-	-
Expanding	-	-	-	2 (22%)	6 (67%)	1 (11%)
Bridging	-	-	-	-	1 (100%)	
Reaching	-	-	-	-	-	-
Total (33)	0	4	14	7	7	1

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency (Lesson progressions through Teacher Collaboration Time-TCT notes)
- The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. (Grade-level lesson plans with integration between content areas)
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans)
- Instructional staff engages in regular discussions of student learning expectations horizontally (with colleagues in their grades or subjects-Teacher Collaboration Time 1 hour 20 minutes/Staff meetings)
- Instructional materials (Go Math!, Reading A to Z, Anchor, Reach) and technologies (computers in every classroom, Ipads, SmartBoards, computer lab) that align to curriculum maps are available in all classrooms

Areas of Need:

- MPIs (Development of to modify curriculum/expectations)
- Science (Map, scope and sequence, explicit standards based integration into ELA curriculum, vertical alignment)
- Vertical alignment (across the curriculum)
- Instructional materials and technologies that align to curriculum maps are available in all classrooms but not consistently utilized
- PD in Reach (K-2), Six Traits of Writing (3-5) and Science Modules (K-5)

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Instructional staff provides students with lessons that are tiered to their developmental levels and needs.
- Explicit instruction of comprehension strategies
- Instructional staff used H.O.T.S questioning, accountable talk
- Staff has a common understanding of high-quality evidence-based instruction as evidenced by Learning Walks (peer observations) and classroom observations
- Instructional practices of high quality: small group instruction, explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor charts, higher order questioning, accountable talk
- Higher Order Questioning

Areas of Need:

- Leaders and instructional staff agree on criteria for effective instruction
- Develop criteria for success across grade levels and vertically
- Ongoing staff development for building initiatives such as PBIS and Learning Walks
- Develop H.O.T.S. questioning and accountable talk for small group instruction
- Further development of small group instruction in math
- Regularly modeled Reading Comprehension lessons

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.

Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.

Strengths:

- Analysis of DIBELS and DAZE data to inform instruction.
- Analysis of MCAS data (gr. 3-5) to inform instruction.
- Formative Assessment to inform and reteach instruction.
- Data Team meeting monthly to look at local and state data, student data (academic, social emotional)
- Progress monitoring of students

Areas of need:

- Instructional staff analyzes assessment data to identify promising practices, determine enrichment and remediation needs, and assess needs for systems change.
- Writing rubrics
- Vertical alignment of assessments
- Criteria for success
- MPI from ACCESS testing
- Formative and Summative analysis of data
- Continue to consult with district personnel

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.

Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.

Strengths:

- Learning Walks/peer observations – Continuum of Practice
- PD is embedded as an integral part of daily routines (mentors, coaching, staff meetings, and/or collaborative time).
- Monitor implementation of previous Professional Development
- PD evolved and built upon previous PD

Areas of need:

- PD to support school initiatives
- Regular use of Learning Walks with a targeted focus based on School Improvement Plan priorities.
- Support new teachers in school-wide initiatives
- Use faculty meetings as opportunities for school-based PD (using staff members to present)
- PD to further develop observation of the Continuum of Practice
- Teacher survey to determine needs and implement professional development opportunities that reflect the initiatives of the school (for SY 15-16)

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Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- Bi-Weekly Common Planning Time focus on school data and processes
- Monthly faculty meeting
- Monthly School Support Meeting for Mentees
- Monthly Student Study Team meetings

Areas of need:

- Additional time to be allotted for faculty to collaborate
- Vertical alignment (more opportunities)

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- Support staff push-in with minimal pull-out
- Mainstream EE and EI students into least restrictive environment
- Block Scheduling for Math and ELA
- Progress monitoring system is in place that drive instructional decisions
- Flexible grouping
- Contractual after school support for identified students

Areas of need:

- Assessment of flexible groupings/small group instruction
- Data driven system to provide early detection for students who are experiencing learning or behavioral challenges

Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- School leaders and staff create a learning environment that clearly establishes routines through morning announcements, Pledge of Allegiance, Callahan Pledge, and inspirational message of the day
- Second Step
- Students in crisis and others who require intensive assistance are identified and linked to appropriate support staff in a timely manner (school adjustment, social worker, and behavior specialist)
- School leaders and staff create a safe and supportive learning environment through the school-wide initiative of Positive Behavioral Interventions and Supports
- Students are supported and taking responsibility for their own learning and behavior through the distribution of SOAR Tickets (Safety, Ownership, Attitude, and Respect)

Areas of need:

- Provide teachers with tools to support students to implement the expectations of PBIS

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- Provide PD for PBIS as needed to improve the schools behavioral, emotional and physical health

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Strong relationships with families and community partners are established through the PTO, Open Houses, and King's Lynne Association
- The school provides two-way communication with families through the use of the internet
- Monthly School Newsletters (in English and Spanish) are sent home informing parents of upcoming events and happenings

Areas of need:

- Time for individual conferences
- Notify parents of struggling students' needs/retentions

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Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Effective mathematical instruction based on declining Math MCAS scores.

Priority 1 Common school wide instructional practices across grade levels for math

Strategies/Actions

- Teachers will have opportunities for peer observations of the implementation of problem solving strategies using common language.
 - CUBES
 - HOTS (Higher Order Thinking Strategies)

Expected Outcome(s)

- Walkthrough shows application of CUBES and HOTS being used as evident in student work
- Each trimester teachers will bring evidence of CUBES being used in their instruction to share at PLT
- Teacher plan books and unit planners reflect application of HOTS

Timeline for Actions

- Introduction of CUBES poster and strategy by the end of October
- Trimester review of teacher plan books and unit planners

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Educate and implement higher order thinking skills in the classroom to increase student engagement and reading comprehension.

Priority 2

Common school wide instructional practices across grade levels to increase student engagement and reading comprehension.

Strategies/Actions

Teachers will have opportunities for peer observations of the implementation of reading comprehension strategies across all content areas to include:

- accountable talk strategies (ex. turn/talk, think/pair/share)
- RACE (Restate, Answer, Cite Evidence, Explain)
- close reading strategies

Expected Outcome(s)

- Walkthrough shows application of RACE, accountable talk, and close reading being used as evident in student work
- Each trimester teachers will bring evidence of RACE and close reading skills being used in their instruction to share at PLT
- Teacher planning reflects application of the above

Timeline for Actions

- Introduction of RACE anchor chart and strategy by the end of November
- Professional sharing during PLT throughout the year of the reading strategies and techniques

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: