

Ingalls Elementary School
School Improvement Plan
2015-2016

School Improvement Team

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Anthony Frye, Program Specialist
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Heather Trainor Kindergarten Teacher
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School Council Members

Irene P. Cowdell, Principal
Debra Ladderbush, Teacher
Heather Trainor, Kindergarten Teacher
Alice Caulkins, Parent
Nakeiysha Dumas, Parent
Stacy Parisi, Parent
Antonio Gutierrez, Community Representative

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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.

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.

Ingalls Elementary School serves students from Kindergarten to 5th grade. Ingalls is located in an urban neighborhood of Lynn, Massachusetts that is comprised of households of low socioeconomic status. According to the Department of Elementary and Secondary Education's Website, there are 14,871 students enrolled in Lynn Public Schools and Ingalls services 738 of those students. 59.1% of the students at Ingalls fall within the Economically Disadvantaged category. In addition, 54.1 % of the students in Lynn Public Schools have a first language that is not English while 18.5 % of the population is Limited English Proficient. In comparison, 58.1% of the students at Ingalls Elementary School have a first language that is not English and 30.1 % are Limited English Proficient.

The focus at Ingalls is of high-quality student-centered instruction with the ultimate school goal being that of having all students reading with FULL comprehension by the end of 3rd grade. Ingalls' aim is to provide ALL students with powerful instructional experiences where they are acquiring a deep knowledge of essential curriculum. Each grade level team at the Ingalls prides themselves on working together to provide each student with opportunities to access the Common Core Curriculum. The school motto is "Effort Will Determine Your Success," and this motto applies to both students and staff members at Ingalls.

Student Enrollment

	2013	2014	2015	2015 District
PreK	18	-	-	265
Kindergarten	89	128	107	1,222
Grade 1	138	101	128	1,479
Grade 2	112	144	111	1,379
Grade 3	123	125	156	1,275
Grade 4	90	134	116	1,155
Grade 5	85	97	120	1,086
Total	655	729	738	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	72.1	68.6	75.0	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	9%	7%	9%	7%	6%
26-56	78%	78%	74%	70%	75%
Over 56	13%	15%	17%	23%	19%
Median Yrs Experience	-	-	4	8	-
% ≥ 10 Yrs Experience	-	-	39%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.6	95.0	95.1	94.0	94.9
Absent 10 or more days (%)	28.2	30.9	30.5	38.2	30.4
Chronically Absent (% with < 90%)	11.9	14.8	14.8	19.1	12.3
Student Retention Rate	8.5	3.6	1.3	4.2	1.6
Out-of-School Suspension Rate	4.4	2.7	4.4	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	9.5	10.0	8.9	10.7	8.7
Asian	9.2	10.2	9.9	9.2	6.3
Hispanic	68.2	66.7	68.4	56.4	17.9
White	10.1	9.4	8.7	19.6	63.7
Multi-Race	2.6	3.3	3.7	3.8	3.1
Male	51	52	51	53	51
Female	49	48	49	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	64.6	61.4	58.1	54.1	18.5
English Language Learner	34.4	34.4	30.1	18.8	8.5
Special Education	11.8	11.2	10.3	15.4	17.1
Economically Disadvantaged	-	-	59.1	46.2	26.3

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.

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.

Ingalls Elementary supports a full-inclusion model. Special Education support (IEPs), Occupational Therapy and Speech Therapy are delivered within the various grade-level classrooms.

Prior to SY 2015-2016, classrooms in Grades three through five participated in a departmentalized model. Students were offered instruction in ELA, Math and ELA/Science/Social Studies. Separate SEI (Structured English Immersion) classrooms were in existence for Grades three through five. Changes for the SY 2015-2016 include teacher pairings in Grade three for ELA and Math. In grades four and five, traditional classrooms are the norm. Designated SEI classrooms no longer exist in the 2015-2016 school year and ESL students are placed in appropriate grade level classrooms and offered ESL instruction by certified ESL teachers.

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Learning Targets and Criteria for Success for all subjects and all daily lessons is a clear expectation for teachers and learners. Teachers utilize best practices in whole and small group instruction. Students are provided with multiple opportunities to engage in accountable talk. Opportunities to practice academic vocabulary are offered throughout the day. Formative and summative assessments guide data driven dialogue and are used to support and guide instructional decisions.

Ingalls Elementary piloted Six Traits Writing in SY 10-11 and SY 11-12. Since SY 12-13, Six Traits Writing has been well established and used in all grade levels. Using mentor text from our Six Traits Lending Library, rich literature is used to launch/support the six traits of writing as found in the types of writing required by the Common Core / Massachusetts Learning Standards in Grades K-5.

K-5 classrooms deliver 90 minute mathematics blocks. Mapping provided by the District is used to guide planning and implementation of lessons. Teachers create standards-based lessons with Learning Targets and Success Criteria using the program *Go Math* as a primary resource. Instruction is delivered in both whole group and small group with the continued expectation that students are using accountable talk and academic vocabulary.

In the SY 15-16, Ingalls Elementary is using the new research-based resource *Reach for Reading/REACH* in Grades K-2 within the two hour literacy block. Teachers are utilizing this resource in whole and small group phonics and reading lessons while incorporating the expected Learning Targets and Success Criteria. Within the literacy two hour block, teachers deliver targeted lessons. Reading Interventionists and ESL Specialists deliver tiered instruction in small groups using Reach into Phonics Foundations resource and the REACH (ESL).

Sixty minutes is provided weekly in Grades K-2 classrooms and 120 minutes weekly in Grades 3-5 for the district science curriculum. Classrooms are equipped with Smart Boards and document readers to provide interactive lessons for students.

In grades three through five , ELA (English Language Arts), Ingalls Elementary utilizes the District Curriculum Map, Trophies Anthologies and connected mentor text to develop standards-based lessons/units. Throughout the two hour literacy block, teachers deliver instruction with clear Learning Targets and Success Criteria in whole and small groups/instructional learning centers.

Tiered Instruction / Supports and Interventions

Tiered instruction begins with the collaborative analysis of student learning data to identify students in need of additional support, intervention or extension in the core content areas. Some of the many supports at Ingalls Elementary include:

- iRead
- System 44
- Imagine Learning
- First In Math
- Inclusion Classrooms
- Early Reading Intervention (ERI)
- Anchor Comprehension
- Small Group Instruction
- Extended Learning/Saturday School/After-School (Rocket Reading Academy)
- REACH/ESL
- REACH into Phonics Foundations
- Technology: iPads /Smartboards/Computer Centers
- Teacher Morning/Night Back
- Student Study Team

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Assessment Practices:

The school uses DIBELS / DAZE measures of early literacy as benchmark assessments three times per year, with progress monitoring for specific students throughout the year. In addition, teachers assess student skills and knowledge by analyzing student work, and analyzing student responses on the End-of-Unit Math assessments, District Cumulative ELA and Math Assessments, and teacher created tests. Writing rubrics have been created and implemented across grade levels. State assessment results (MCAS, ACCESS/WIDA) are reviewed and analyzed to inform curricular and instructional decisions at each grade level.

Ingalls Elementary is dedicated to Formative Assessment for Results (FAR), a systematic process for monitoring student learning that includes identification of learning targets for each lesson, criteria for success, quick assessment of learning, and feedback designed to move the learner forward.

School Based Professional Development Time

The leadership team at Ingalls Elementary believes strongly that teaching and learning improves when professionals have the opportunity to learn with and through their peers. Teachers are provided multiple opportunities to collaborate through:

- PLCs (Professional Learning Communities)
- District Level PD (2 days)
- Summer Retreat (formative Assessment for Results/Effective Feedback/Data Driven Dialogue)
- Teacher Preparatory Periods (3/40 minutes)
- After-School Grade Level Meetings
- School Support teams
- School Improvement Planning meetings

School Culture

Multiple opportunities for celebrating student successes, and engaging students and families into the Ingalls Elementary community are provided throughout the school year. Ingalls Elementary School motto is that “Effort Will Determine Your Success”. The core value program at the school is highlighted monthly through a Family Celebration Day, (a celebration of the school wide core value). In addition, a number of events are held to highlight student academic work within the school, including:

- Literacy Night/Community Reader Day
- Science fair
- Art Exhibit
- Reader Leader
- Rocket Recess
- PTO Evenings
- Ice Cream Social(s)
- Parent Café
- School Website
- School Student Newspaper
- Blue & Gold Day
- Winter Fantasy
- MCAS Rally
- Field Day(s)

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Through the support of school personnel (i.e., School Social Worker, School Adjustment Counselor, and Parent Liaison) in collaboration with community agencies, the social, emotional and physical well-being and needs of students are addressed daily in the schools. Other resources include:

- School-based Health Center (LCHC)
- Cradles to Crayons
- The Food Project/Food Corps/ Farmer's Markets
- Healthy Brain Break (DESE Fruit & Veggie Program)

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.

According to our stakeholders, Ingalls Elementary is a safe, nurturing academic environment that welcomes students, teachers, parents, families and community members. Our motto "Effort Will Determine Your Success" is a common theme and message throughout our school community. The learning community is supportive and inclusive with high expectations communicated to all.

Positive relationships are consistently built with community partners. This level of support is evident as families share their positive experiences with us. (LCHC, Boys & Girls Club, Girls Inc., Gregg House, Friends & Family Counseling, PCAs, etc.)

Teachers work together collaboratively to ensure implementation of standards-based lesson plans that incorporate Total Participation Techniques (TPTs).

New data collection will be organized and compiled on the following schedule:

- Teacher Survey- November & May SY 2015-16
- Parent Survey- November & May SY 2015-16

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).

In analyzing student performance data the following trends have been identified:

- In ELA & Math SGP has remained over 40%
- In ELA the CPI has declined by 3.2 points each year since 2012
- In Math the CPI has declined by 7.4 points since 2013
- In Science the CPI has remained Above Target since 2013

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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 2									
School Percentile: 21st									
Cumulative PPI (all students) 71									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	79.8	76.7	73.4	-3.3	16 th	Declined	69.6	-3.8	Declined
SGP	47	44	46	2.0	33 rd	Below Target	46	0	Below Target
% Advanced	3.7	1.5	2.5	1.0	8 th	Met target	2.1	-0.4	Not meeting target
% Warning	9.0	8.1	12.1	4.0	22 nd	Not meeting target	15.9	3.8	Not meeting target
<u>Math</u>									
CPI	76.5	78.0	73.4	-4.6	15 th	Declined	70.6	-2.8	Declined
SGP	58	64	49	-15	40 th	Below Target	41	-8	Below Target
% Advanced	9.0	9.2	12.1	2.9	13 th	Met target	8.0	-4.1	Not meeting target
% Warning	9.8	8.4	15.5	7.1	18 th	Not meeting target	19.0	3.5	Not meeting target
<u>Science</u>									
CPI	67.3	74.7	73.6	-1.1	24 th	Above Target	72.5	-1.1	No Change
% Advanced	4.0	2.6	10.1	7.5	29 th	Met target	5.8	-4.3	Not meeting target
% Warning	22.7	3.9	14.6	10.7	22 nd	Not meeting target	18.4	3.8	Not meeting target

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 2	School Percentile:	40 th %ile	Annual PPI = 90	Cumulative PPI = 73
2013	Level 2	School Percentile:	26 th %ile	Annual PPI = 75	Cumulative PPI = 76
2014	Level 2	School Percentile:	21 st %ile	Annual PPI = 55	Cumulative PPI = 71
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	36 (36%)	29 (29%)	High	21 (21%)	276 (24%)
Average	41 (41%)	37 (37%)	Moderate	20 (20%)	221 (19%)
Low Average	9 (9%)	28 (28%)	Typical	21 (21%)	176 (15%)
Below Average	5 (5%)	4 (4%)	Low/Declined	38 (38%)	472 (41%)
Well Below Average	9 (9%)	2 (2%)			
CPI	88.5	89.5	Total	100	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	25 (21%)	27 (23%)	High	9 (8%)	144 (11%)
Average	36 (31%)	34 (29%)	Moderate	24 (20%)	299 (22%)
Low Average	18 (15%)	17 (14%)	Typical	36 (31%)	487 (36%)
Below Average	18 (15%)	16 (14%)	Low/Declined	49 (42%)	439 (32%)
Well Below Average	21 (18%)	24 (20%)			
CPI	75.2	74.4	Total	118	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	13 (13%)	11 (11%)	High	6 (6%)	236 (19%)
Average	29 (28%)	25 (24%)	Moderate	15 (15%)	264 (21%)
Low Average	14 (14%)	17 (17%)	Typical	39 (38%)	367 (29%)
Below Average	19 (19%)	25 (24%)	Low/Declined	42 (41%)	379 (30%)
Well Below Average	27 (26%)	24 (24%)			
CPI	67.4	65.9	Total	102	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	9 (7%)	9 (6%)	High	9 (7%)	136 (12%)
Average	30 (22%)	29 (22%)	Moderate	24 (18%)	271 (24%)
Low Average	24 (18%)	20 (15%)	Typical	46 (34%)	300 (27%)
Below Average	31 (23%)	37 (28%)	Low/Declined	55 (41%)	416 (37%)
Well Below Average	40 (30%)	39 (29%)			
CPI	61.6	60.6	Total	134	1,123

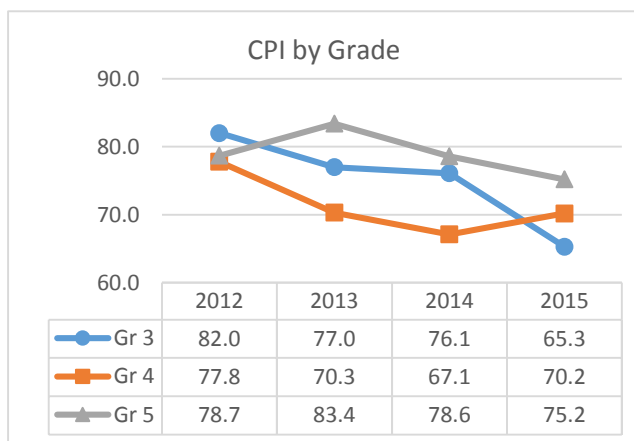
ENGLISH LANGUAGE ARTS

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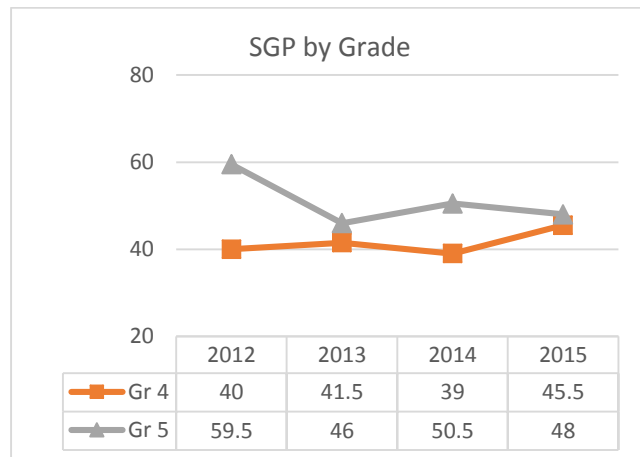
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	244	4	35	36	25	79.8	47
School 2013	273	1	32	50	17	76.7	44
School 2014	323	2	32	45	21	73.4	46
School 2015	362	2	28	47	23	69.8	47
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	362	2	28	47	23	69.8	47
Students with Disabilities	52	2	4	21	73	74.5	-
ELL	99	0	8	62	30	53.0	49
Former ELL	63	2	35	48	16	77.8	52
Economically Disadvantaged	188	2	31	51	16	67.0	42
African American /Black	32	0	28	41	31	68.0	-
Asian	34	0	24	68	9	72.8	58
Hispanic	255	2	26	48	25	67.4	45.5
White	28	7	39	25	29	83.9	-
Male	188	3	19	47	31	64.0	48.5
Female	174	1	37	47	14	76.0	46

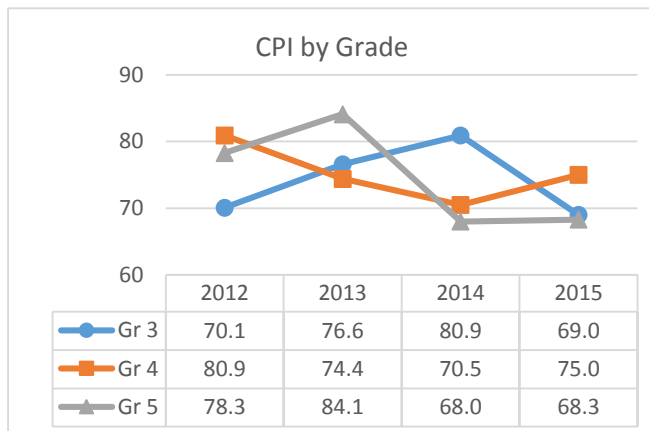
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MATHEMATICS

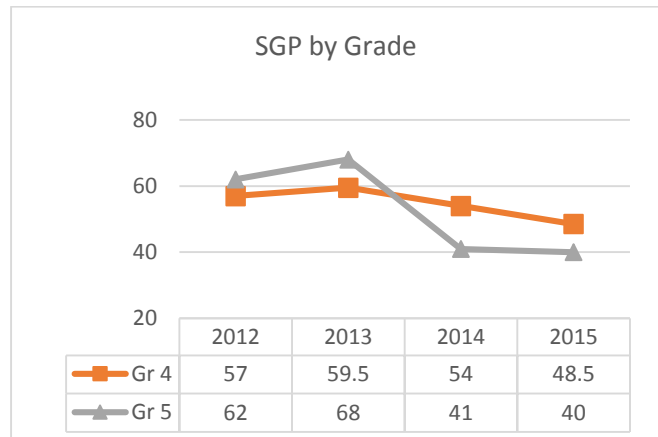
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	244	9	25	41	25	76.5	58
School 2013	273	9	32	42	16	78.0	64
School 2014	322	12	26	38	24	73.4	49
School 2015	358	7	30	36	27	70.6	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	358	7	30	36	27	70.6	42
Students with Disabilities	53	2	8	15	75	76.9	-
ELL	98	3	23	33	41	56.9	38
Former ELL	62	6	29	48	16	77.0	45
Economically Disadvantaged	244	7	28	36	29	69.2	40.5
African American /Black	31	3	23	39	35	66.1	-
Asian	32	3	44	41	12	78.1	-
Hispanic	254	7	29	36	28	69.2	44
White	28	14	18	39	29	76.8	-
Male	187	5	26	35	33	67.1	38.5
Female	171	9	33	37	20	74.4	44

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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	75	4	20	35	41	67.3
School 2013	77	3	23	60	14	74.7
School 2014	89	10	30	37	22	73.6
School 2015	109	6	29	41	24	72.5
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	109	6	29	41	24	72.5
Students with Disabilities	12	0	0	33	67	79.2
ELL	16	0	0	31	69	34.4
Former ELL	34	6	32	50	12	78.7
Economically Disadvantaged	71	8	27	41	24	73.6
African American /Black	6	-	-	-	-	-
Asian	9	-	-	-	-	-
Hispanic	78	5	26	46	23	69.9
White	9	-	-	-	-	-
Male	55	11	24	44	22	72.3
Female	54	0	35	39	26	72.7

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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	34	19%	43	17%	31	14%
Emerging	35	19%	45	18%	38	17%
Developing	57	31%	66	26%	52	23%
Expanding	46	25%	47	19%	58	26%
Bridging	10	5%	39	16%	35	16%
Reaching	0	0%	10	4%	9	4%
Total	188		250		223	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	65	37%	43	25%	67	38%
2015	82	51%	31	19%	48	30%

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	4 (9%)	13 (30%)	22 (51%)	4 (9%)	-	-
Emerging	1 (4%)	4 (16%)	15 (60%)	5 (20%)	-	-
Developing	-	-	9 (19%)	33 (69%)	6 (13%)	-
Expanding	-	-	-	9 (24%)	22 (59%)	6 (16%)
Bridging	-	-	-	1 (11%)	5 (56%)	3 (33%)
Reaching	-	-	-	-	-	-
Total (162)	5	17	46	52	33	9

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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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Teachers use curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics, incorporating the Common Core Standards. (District Level Mapping) • Pacing guides are used by teachers to support lesson planning (District Level) • Instructional staff engages in regular discussions to support student learning (PLCs, Grade Level meetings, Prep Periods, Instructional Staff/Principal, School Support, Student Study Team, Support Staff (Reading, ESL), etc.)
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Grade Level Common Assessments • Evaluating student work (calibration of student expectations) • Use of MPIs/Can Do’s (ESL Learners)
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Teachers engage in on-going focused discussion and collaborative reflection on instructional practice (PLCs, Common Prep Times, Grade Level Planning Meetings) • Effective instruction is modeled for teachers by leaders, coaches and colleagues (School Level / District Level). • Leaders regularly gather and analyze evidence of instructional practice along with student achievement and other data.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Student assignments contain rigorous, embedded learning objectives that reflect Higher Order Thinking • Instructional staff has opportunities to observe and provide feedback on their colleagues practice. (Learning Walks) • Instructional staff will use a range of instructional tools, technologies and supplemental materials that align with student learning needs identified through screening and formative assessment (Professional Development).

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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Assessment data is used to place students, monitor progress and drive timely interventions as part of a system of tiered instruction. • Leaders and instructional staff use data for individual and organizational learning. • Leaders use data to target PD activities.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Instructional staff uses a range of assessments (formative& benchmark) that are aligned to the standards and grade level learning outcomes (Learning Targets & Criteria for Success) • Students are taught how to assess themselves and plan for improvement • Students receive constructive feedback based on data analysis, as well as guidance on how to improve. • Leaders use ongoing data to continue PD activities.

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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:

- The instructional team designs a coordinated PD plan that aligns with standards for school performance
- Teams embedded in the school take active roles in promoting, creating and leading PD
- All staff access relevant PD that is tied to specific professional learning goals

Areas of need:

- Staff members hold one another accountable for implementing what is learned through PD and for the improved student performance that should result from its implementation.
- Job embedded coaching and other supports provide follow-up on the implementation of what is learned through PD.

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:

- Collaborative time is focused on taking instruction and learning to the next level of development, and addressing the needs of the whole child (PLCs, Data collection and dissemination, Learning Targets/ Criteria for Success/ Criteria Analysis, After School Grade Level Planning Meetings).
- Time is built into the school schedule for staff collaboration and collaboration serves as PD (Faculty Meetings, PLCs, Scheduled Common Prep Times).
- Promising practices for teaching and collaboration are identified and shared (PLCs, Faculty Meetings, After School Grade Level Planning Meetings).

Areas of need:

- Collaborative time is focused on taking instruction and learning to the next level of development, and addressing the needs of the whole child (continue our work)
 1. FAP Circle
 2. PLCs
 3. Faculty Meetings
 4. After School Grade Level Collaboration / Formative Assessment for Results (FAR) / Learning Targets / Criteria for Success / Effective Feedback
 5. Learning Walks

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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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Progress monitoring system is in place and data from this system drive instructional decisions throughout the tiered process • Staff utilizes resources to support students with a range of academic needs • The school provides opportunities for academic and other support outside school hours; barriers to participation are minimized
<p>Areas of need:</p> <ul style="list-style-type: none"> • All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need of tiered support. • Teachers demonstrate responsibility for the learning of all students • The school provides high quality, challenging core instruction <u>for all students.</u>
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations • Healthy lifestyles are promoted through access to nutritious food and physical activity • Staff culture models a healthy school climate including social, emotional, and physical health that is desired for the students. Supports are available to staff.
<p>Areas of need:</p> <ul style="list-style-type: none"> • PD is provided to all staff on topics needed to enhance the school's capacity to improve student's behavioral, emotional and physical health. • Students are supported in taking responsibility for their own learning and behavior. • Social and emotional supports are clinically, linguistically, culturally and developmentally appropriate for students.
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Families and community partners report satisfaction with opportunities to engage with the school and believe the school values their perspective. • School ensures effective two-way communication with both families and community partners addressing language and other potential barriers.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Leaders ensure that students, families and community partners understand the schools improvement plan and learning goals. • Families and community partners are encouraged to help plan meaningful events and programs. • Under-represented groups are actively recruited to be effective participants in the improvement of school performance.

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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: Effective Instruction: Teachers will provide all students with effective instructional practices that reflect high expectations for learning.

Priority 1

Quality Lesson Planning and Effective Small Group Instruction

Quality Lesson Planning:

Success Criteria holds teachers accountable for self-monitoring. This criterion ensures that teachers understand the expectation for student learning. Teachers need to provide learning activities that reflect and are connected to the Learning Target and Criteria for Success.

Teachers will plan and implement lessons that contain Learning Targets and Criteria For Success.

Effective Small Group Instruction:

Teachers will plan and implement effective small group instructional lessons that support student growth.

- Students are engaged in sustained interaction often in small group in order to complete carefully designed academic tasks
- Students should use multiple means of expression
- Students use accountable talk/academic vocabulary

Teachers will attend school wide professional development that supports Lesson Planning and Effective Small Group Instruction

- Ingalls Summer Retreat
- Faculty Meetings (Teacher Led)
- PLCs
- After School Grade Level Planning Meetings
- Common Prep Times

To strengthen instructional practice, teachers will :

- Participate in Learning Walks
- Engage in FAP Circles
- Utilize feedback from formative and summative evaluations

**Strategies/
Actions**

**Expected
Outcome(s)**

- Walkthroughs show application of Learning Targets and Criteria for Success. Small group instruction demonstrates:
 - Students are engaged in sustained interaction often in small group in order to complete carefully designed academic tasks
 - Students should use multiple means of expression
 - Students use accountable talk/academic vocabulary
- At PLCs teachers will bring evidence of quality lesson planning and effective small group instructional strategies
- Teacher Collaboration Time (PLCs, faculty meetings, etc.) supports development and analysis of quality lesson planning and effective small group instructional strategies

**Timeline for
Actions**

- Data from learning walks on visible evidence of implementation 2 x per year
- Monthly review of PLC minutes by administration
- Lesson planning reviews minimum of 2x per month

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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: Data-Based Decision Making

Priority 2

Formative Assessment with Effective Feedback to Support Student Learning

**Strategies/
Actions**

Instructional staff will use data from a range of formative assessments that are aligned to the standards and grade-level learning outcomes (Learning Targets and Criteria for Success).

Examples of formative assessments include:

- Activators, Summarizers and Total Participation Techniques (TPTs) during lessons
- Reading and Early Literacy Assessments (iRead, REACH, System 44, DIBELS)
- End-of-unit math assessments; First in Math
- Grade 1-5 Science assessments
- Imagine Learning

Students will receive constructive feedback based on data analysis, as well as guidance on how to improve.

- Written/Verbal feedback based on the Criteria for Success
- Rubrics
- Conferencing
- Two Stars and a Plan Strategy

Students will be taught how to assess themselves and plan for improvement.

- Criteria for Success
- Rubrics/Checklists
- Metacognitive Measures (REACH unit self-assessments)

**Expected
Outcome(s)**

- Walkthroughs show application of formative assessments being used in classrooms on a daily basis.
- At PLCs teachers will bring formative assessments being used that support student learning
- Teacher Collaboration Time (PLCs, faculty meetings, etc.) supports development, analysis and sharing of formative assessments
- Learning Walks
- Student work reflecting self-assessment
- Criteria Analysis
- FAP Circles

**Timeline
for Actions**

- Completed Criteria Analysis with action plan 1x per month
- Learning Walks 2x per year
- FAP Circles 1-2 x per trimester

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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: