

Sisson Elementary School
School Improvement Plan
2015-2016

School Improvement Team

Jane Franklin, Principal

Lisa Grassa, ELA CIT

Chantal Ryan, Math CIT

Sheila Hunt, Grade 3

Dawn McDonough, Grade 5

Malenda Veiga, Reading Specialist

School Council Members

TBD for SY 2015-2016

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School Vision and Mission

Lynn Public School's Vision:

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

Lynn Public School's 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.

The Sisson Elementary School is the seventh largest of Lynn's seventeen elementary schools and has a student population of approximately 450 students which has been consistent for the last several years. Demographically the student population is 10.4% African American, 10.8% Asian, 33% Hispanic, Multi-race Non-Hispanic 6.2%, 0.9% Native American, and 39% White.

The teaching population consists of the majority of teachers falling in age range of 26-56 with 2% under 26 and 21% over 56. Their median years of service is 20, compared to district at 8 yrs.

The student population is composed of 26.4% of students whose first language is not English, 6.4% who are Limited English Proficient, 39.4% who are economically disadvantaged, and 13% who receive services from the Special Education Department. Sisson is a Title I school with 3 full-day kindergarten classes, 3 first grade classes, 3 classes for second, 3 for third, 3 for fourth, and 3 fifth grades. Special Education services are provided by three Special Educators through an inclusion program. Sisson also has a self-contained II (Intellectually Impaired) class for grades 3-5 and a Developmentally Delayed/ Communications Self-contained K-2. Special services include an on-site Social Worker, ELL Specialist, Math CIT, ELA CIT and 2 Reading Specialist for grades K-5.

Student Enrollment

	2013	2014	2015	2015 District
PreK	28	-	-	265
Kindergarten	80	69	67	1,222
Grade 1	77	92	80	1,479
Grade 2	71	83	87	1,379
Grade 3	71	79	76	1,275
Grade 4	73	63	78	1,155
Grade 5	71	66	66	1,086
Total	471	452	454	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	83.9	75.8	73.5	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	5%	3%	2%	7%	6%
26-56	67%	75%	77%	70%	75%
Over 56	28%	22%	21%	23%	19%
Median Yrs Experience	-	-	20	8	-
% ≥ 10 Yrs Experience	-	-	89%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.3	95.1	95.5	94.0	94.9
Absent 10 or more days (%)	30.0	35.0	31.4	38.2	30.4
Chronically Absent (% with < 90%)	10.5	10.6	10.5	19.1	12.3
Student Retention Rate	5.3	3.0	2.6	4.2	1.6
Out-of-School Suspension Rate	2.7	2.4	2.3	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	10.0	9.5	10.4	10.7	8.7
Asian	10.0	10.4	10.8	9.2	6.3
Hispanic	28.7	31.0	33.0	56.4	17.9
White	46.5	42.3	39.0	19.6	63.7
Multi-Race	4.2	6.0	6.2	3.8	3.1
Male	53	52	54	53	51
Female	47	48	46	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	24.8	26.5	26.4	54.1	18.5
English Language Learner	6.8	5.5	6.4	18.8	8.5
Special Education	15.7	11.9	13.0	15.4	17.1
Economically Disadvantaged	-	-	39.4	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.

Core Instructional programs

REACH for Reading- K-2 comprehensive reading program implemented this year.
Go Math is the school-wide core math program.

Tiered Instruction/Supports and Interventions

First in Math is a computer based program used by all students to improve math skills.
Afterschool Academic Support- Support is given to students who are chosen based on their academic needs as determined from data analysis.
Social worker –The social worker at the Sisson School gives support to incoming students as well as students with emotional and behavioral needs.

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ELL coordinator- The ELL specialist provides small group tiered instruction based on the students language levels. After school support is also provided.

Assessment Practices

Assessment data is used to create instructional tiered grouping and to drive and adjust instruction

School based PD and content

Faculty Peer Modeling of Student Engagement Strategies- Teachers model lessons and show evidence of student engagement during faculty meetings

Book Talk- Student Engagement

ELA & Math CIT model instruction in classrooms

Monthly Professional Learning Time throughout the year

Celebrations

Go Math awards - Principal recognizes top students and top classrooms with incentives (trophies, bulletin board, & announcements)

Reading Club- Students read a specified amount of pages each monthly to receive an ice cream reward. Those students that participate every month are rewarded with breakfast with the principal.

Indicators of school culture

Parent Teacher Organization Sponsored Events (Field Day, Academic Presenters, Holiday Fair, Polar Express, Roller Skating Party, Lip Sync, Fundraisers, Scholastic Book Fair)

Afterschool Enrichment

Newspaper Club

Lego Robotics Club

Sports

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 inspire 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.

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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.

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.

At this time we have no current Perception Data available. However, going forward we plan on creating and sending home a 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).

Edward A. Sisson continues to maintain their Level 2 status.

DIBLES:

- Most students in typical to low growth (56%-66% in each grade)
- 2nd grade high growth (9%) is much lower than district (19%)
- 3rd grade high growth (17%) is higher than district (12%)
- 1st grade high growth (15%) is higher than district (11%)
- K high growth (18%) is lower than district (24%)

ELA:

- Student growth increased 12 points (38-50)
- Grade 4 growth was 67th percentile (from 52)
- CPI in grade 3 has fluctuated (94.1, 86.2, 90.3, 85.3)
- CPI in grade 4 has fluctuated (86.1, 88.9, 85.7, 88.5)
- CPI in grade 5 as declined each year (90.6, 89.5, 87.1, 86.7)
- 5 students entered 5th grade new to Sisson on IEPs
- Increase of advanced students from 11.3% to 15.5%
- Special Ed students in warning is 41% (out of 32 students) and 38% in NI
- Percent of students in warning did not change (2.9)
- Grd 3 students scored 77% correct compared to district at 69% and state at 75%
- Grd 4 students scored 74% correct compared to district at 64% and state at 67%
- Grd 5 students scored 69% correct compared to district at 65% and state at 71%
- Reading anchor standard (integration of knowledge and ideas) was low in grade 3 (difference of 7 percentage pts with state) and grade 5 (difference of 9 percentage pts with state)
- Hispanic sub group growth was 40 and male subgroup was 48 lower than aggregate of 50

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Math:

- Growth went up 10 pts (21-31) which is still well below state target
- CPI went down from 87.4 to 85
- Female growth was 22 and males was 44
- CPI in grade 3 has fluctuated (93.1, 90.7, 96.4, 93.6)
- CPI in grade 4 has fluctuated (88, 79, 85.7, 84.4)
- CPI in grade 5 as declined each year (87, 82, 78.5, 75.8)
- Did not meet targets for moving to advanced or out of warning
- Students with disabilities- out of 36 students, 36% were warning and 36% in NI (total of 72%)
- Students with disabilities Growth was 19.5
- Grd 5- low standards were converting like measurements (13 % pts lower than state) and operations with decimals (11 %pts lower than state) and equivalent fractions (15% pts lower than state)

Science:

- Sound energy was a weakness (29% points lower than state)
- All targets were met for Science
- Tech, engineering, materials and tools was 165 pts lower than state

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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: 38										
Cumulative PPI (all students) 57										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating	
<u>ELA</u>										
CPI	90.3	88.2	87.9	-0.3	63 rd	No Change	86.7	-1.2	No Change	
SGP	48.5	45.5	38	-7.5	10 th	Below Target	50	12	On Target	
% Advanced	12.1	9.7	11.3	1.6	42 nd	Met Target	15.5	4.2	Met Target	
% Warning	2.5	4.9	2.9	-2.0	75 th	Met Target	2.9	0.0	Not meeting target	
<u>Math</u>										
CPI	89.7	83.8	87.4	3.6	64 th	Improved Below Target	85.0	-2.4	No Change	
SGP	27	23.5	21	-2.5	1 st	Below Target	31	10	On Target	
% Advanced	23.9	26.5	24.1	-2.4	45 th	Not meeting target	23.4	-0.7	Not meeting target	
% Warning	2.0	7.8	3.9	-3.9	73 rd	Met Target	5.7	1.8	Not meeting target	
<u>Science</u>										
CPI	76.1	66.3	76.9	10.6	32 nd	On Target	82.3	5.4	Above Target	
% Advanced	14.9	5.8	9.2	3.4	27 th	Met Target	21.5	12.3	Met Target	
% Warning	6.4	15.9	6.2	-9.7	51 st	Met Target	4.6	-1.6	Met Target	

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 2	School Percentile:	48 th %ile	Annual PPI = 80	Cumulative PPI = 64
2013	Level 2	School Percentile:	41 st %ile	Annual PPI = 20	Cumulative PPI = 48
2014	Level 2	School Percentile:	38 th %ile	Annual PPI = 75	Cumulative PPI = 57
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	9 (15%)	8 (13%)	High	11 (18%)	276 (24%)
Average	14 (23%)	15 (25%)	Moderate	16 (26%)	221 (19%)
Low Average	12 (20%)	12 (20%)	Typical	9 (15%)	176 (15%)
Below Average	9 (15%)	11 (18%)	Low/Declined	25 (41%)	472 (41%)
Well Below Average	17 (28%)	15 (25%)			
CPI	66.8	67.6	Total	61	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 (18%)	10 (13%)	High	11 (15%)	144 (11%)
Average	18 (24%)	26 (35%)	Moderate	14 (19%)	299 (22%)
Low Average	9 (12%)	13 (18%)	Typical	29 (39%)	487 (36%)
Below Average	17 (23%)	11 (15%)	Low/Declined	20 (27%)	439 (32%)
Well Below Average	17 (23%)	14 (19%)			
CPI	68.2	74.0	Total	74	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	16 (21%)	14 (19%)	High	7 (9%)	236 (19%)
Average	28 (38%)	28 (38%)	Moderate	21 (28%)	264 (21%)
Low Average	9 (12%)	13 (18%)	Typical	21 (28%)	367 (29%)
Below Average	15 (20%)	14 (19%)	Low/Declined	25 (34%)	379 (30%)
Well Below Average	6 (8%)	5 (7%)			
CPI	80.7	81.1	Total	74	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	15 (21%)	14 (20%)	High	12 (17%)	136 (12%)
Average	27 (38%)	30 (42%)	Moderate	18 (25%)	271 (24%)
Low Average	10 (14%)	11 (15%)	Typical	14 (20%)	300 (27%)
Below Average	13 (18%)	12 (17%)	Low/Declined	27 (38%)	416 (37%)
Well Below Average	6 (8%)	4 (6%)			
CPI	81.0	83.5	Total	71	1,123

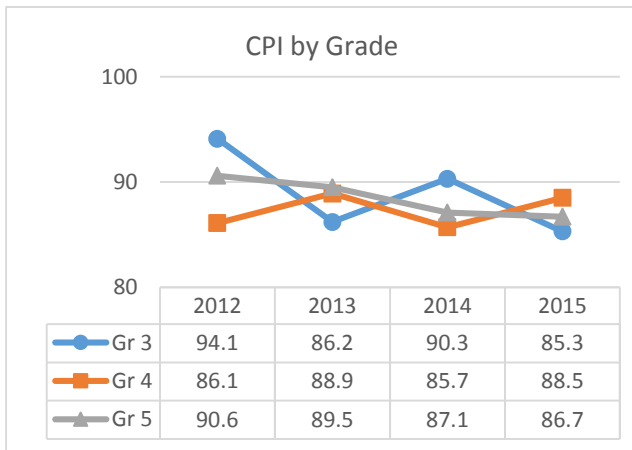
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ENGLISH LANGUAGE ARTS

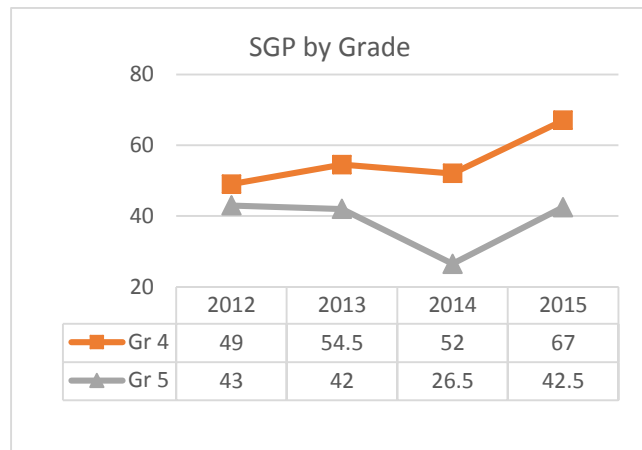
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	198	12	61	23	4	90.3	48.5
School 2013	206	10	62	24	5	88.2	45.5
School 2014	204	11	51	29	8	87.9	38
School 2015	213	15	48	31	7	86.7	50
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	213	12	61	23	4	90.3	48.5
Students with Disabilities	32	0	22	38	41	70.3	-
ELL	12	0	8	58	33	64.6	-
Former ELL	8	-	-	-	-	-	-
Economically Disadvantaged	78	12	53	32	4	84.6	59
African American /Black	24	12	38	33	17	83.3	-
Asian	23	13	65	22	0	92.4	-
Hispanic	61	8	49	31	11	84.0	40
White	90	22	46	30	2	90.0	54
Male	117	13	45	34	8	86.1	48
Female	96	18	51	26	5	87.8	55.5

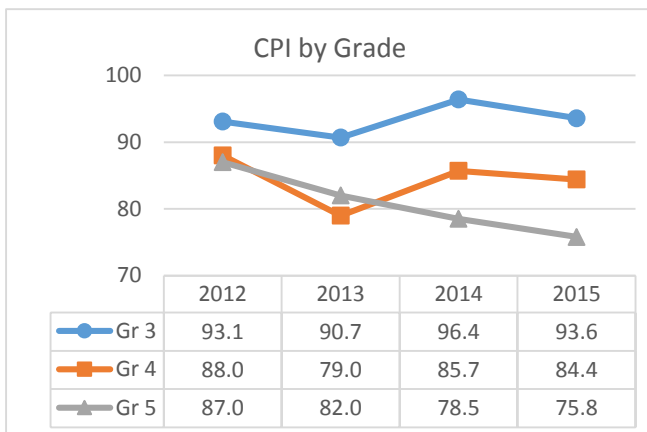
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MATHEMATICS

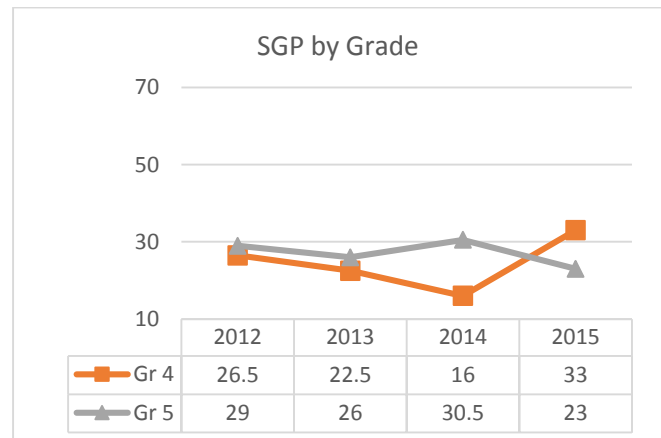
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	197	24	47	26	3	89.7	27
School 2013	204	26	36	29	8	83.8	23.5
School 2014	203	24	40	27	9	87.4	21
School 2015	216	23	41	28	9	85.0	31
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	216	23	41	28	9	85.0	31
Students with Disabilities	36	6	22	36	36	67.4	19.5
ELL	13	0	38	38	23	71.2	-
Former ELL	6	-	-	-	-	-	-
Economically Disadvantaged	96	20	40	30	10	83.1	32
African American /Black	23	9	35	35	22	78.3	-
Asian	23	26	43	26	4	88.0	-
Hispanic	62	16	39	34	11	81.5	25.5
White	92	30	42	23	4	88.6	35
Male	117	32	35	23	10	87.6	44
Female	99	12	47	33	7	81.8	22

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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	47	15	30	49	6	76.1
School 2013	69	6	22	57	16	66.3
School 2014	65	9	32	52	6	76.9
School 2015	65	22	34	40	5	82.3
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	65	22	34	40	5	82.3
Students with Disabilities	11	0	9	73	18	52.3
ELL	1	-	-	-	-	-
Former ELL	1	-	-	-	-	-
Economically Disadvantaged	25	12	36	40	12	75.0
African American /Black	8	-	-	-	-	-
Asian	6	-	-	-	-	-
Hispanic	22	14	27	50	9	73.9
White	24	33	38	29	0	91.7
Male	32	34	31	34	0	87.5
Female	33	9	36	45	9	77.3

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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	4	18%	3	15%	7	26%
Emerging	6	27%	4	20%	6	22%
Developing	8	36%	5	25%	8	30%
Expanding	3	14%	3	15%	4	15%
Bridging	1	5%	5	25%	2	7%
Reaching	0	0%	0	0%	0	0%
Total	22		20		27	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	4	29%	4	29%	6	43%
2015	6	38%	1	6%	9	56%

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	1 (25%)	2 (50%)	1 (25%)	-	-	-
Emerging	-	-	2 (67%)	1 (33%)	-	-
Developing	-	2 (25%)	4 (50%)	2 (25%)	-	-
Expanding	-	-	-	-	2 (100%)	-
Bridging	-	-	-	-	-	-
Reaching	-	-	-	-	-	-
Total (54)	1	4	7	3	2	0

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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:

The district/school provides teachers curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics, incorporating the Common Core State Standards, and MCAS performance level descriptions, and teachers unpack the standards so they have a working knowledge of proficiency and use these to frame their teaching.

Instructional staff engages in regular discussions of student learning expectations horizontally (with colleagues in their grades)

Areas of Need:

There is very little evidence that instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades.

There is very little evidence that instructional staff engages in regular discussions of student learning expectations vertically (across grades).

Instructional staff receives minimal support in creating and refining curricula and in lesson development.

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 appropriate to their developmental and language proficiency levels.

Teachers engage in ongoing focused discussion and collaborative reflection on instructional practice that aligns with student learning needs that have been identified through the use of universal screening and formative assessment.

Areas of Need:

There is little evidence that all lessons engage students' social/ emotional needs and promote higher-order thinking.

There is little evidence that student assignments are rigorous and reflect high expectations for **all** students.

There is little evidence that effective instruction is modeled for teachers by leaders, coaches, and colleagues and Instructional staff has opportunities to observe and provide feedback on their colleagues' practice.

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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.
<p>Strengths: Instructional staff uses a range of assessments (formative and benchmark) that are aligned to the standards and grade-level learning outcomes. ELA Assessment data is used to place students, monitor progress, and drive timely interventions in grades K-3 as part of a system of tiered instruction.</p>
<p>Areas of need: Instructional staff receives little PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results. There is some evidence of the school utilizing a well-defined processes to periodically collect, analyze, review, and report results of assessments of student learning. There is little evidence that Math (All Grades) and ELA (Grades 4 & 5) assessment data is used to place students, monitor progress, and drive timely interventions as part of a system of tiered instruction.</p>

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.
<p>Strengths: Promising practices for teaching and collaboration are identified and shared. Systems and protocols are in place to guide collaborative discussions.</p>
<p>Areas of need: There is very little evidence of job-embedded coaching and other supports provide follow-up on the implementation of what is learned through PD. All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.</p>
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.
<p>Strengths: Time is built into the school schedule for staff collaboration, and collaboration serves as PD.</p>
<p>Areas of need: There is little or no evidence that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.</p>

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Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
<p>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.</p>
<p>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>
<p>Strengths: A universal screening system for ELA is used by leaders and instructional staff to regularly monitor students' progress to target students needing additional support through flexible tiered instruction, progress monitoring, and School Study Team. Sisson provides opportunities for academic and other support outside school hours. Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks.</p>
<p>Areas of need: There is little or no evidence of a universal screening system for math to be used by leaders and instructional staff to regularly monitor students' progress to target students needing additional support through flexible tiered instruction and progress monitoring. There is developing evidence in math instruction of flexible research-based interventions for high need subgroups requiring additional support to access the core curriculum. There is little or no evidence of the school schedule being flexible and providing adequate time for both core instruction and additional academic supports as needed.</p>
<p>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>
<p>Strengths: Sisson staff create a safe, supportive, and predictable learning environment through established safety and behavioral expectations. Appropriate healthcare provider screens students for health issues and identify behavioral needs and coordinates with families to address needs that arise. Healthy lifestyles are promoted through access to nutritious food/physical activity</p>
<p>Areas of need: There is little or no evidence of leaders and staff encouraging students to share their perspectives and experiences. There is little or no evidence of a mutually beneficial relationship between community partners and Sisson.</p>
<p>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>
<p>Strengths: Families, through the P.T.O., are encouraged to help plan meaningful events and programs. Sisson staff and principal regularly meets with the Sisson P.T.O. and provides families with information on student status and progress.</p>
<p>Areas of need: There is developing evidence that students, families and community partners will understand the school's improvement plan and learning goals. There little or no evidence of leaders soliciting and acting on the input of families and community partners when developing and implementing the schools strategic plan. There is little or no evidence of under-represented groups are actively recruited and trained to be effective participants in the improvement of school performance.</p>

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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: There is little evidence that Math and ELA assessment data is used to place students, monitor progress, and drive timely interventions as part of a system of tiered instruction.

Priority 1 To implement flexible tiered group instruction across all content areas.

Strategies/Actions

- CITs will model Gradual Release of Responsibility to demonstrate how to identify and place students into flexible tiered groups through job embedded coaching.
- Frequent informal assessment to monitor progress such as ticket to leave.
- Professional learning time (PLT) to create, reflect, and adjust tiered instructional plans for targeted students needing additional support.

Expected Outcome(s)

There will be consistent evidence of teachers using flexible tiered instruction driven by assessment data to target students needing additional support.

Timeline for Actions

October 14, 2015- Introduction to School Improvement Plan
 October 2015- June 2016- Monthly PLT

- End of October and November 2015- Identify students needing additional support
- November- December 2015- Create tiered instructional plan.
- January- June 2016- Reflection of implementation, analyze student data and adjust instruction.

January 4, 2016- Begin school-wide implementation
 February, 2016- SIP Team reflection of the effectiveness of Priority 1 and making adjustment if necessary
 June 2016- SIP Team End of year implementation reflection

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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: There is little evidence that families and community partners understand the school's improvement plan and learning goals.

Priority 2

To develop a stronger relationship with families and community partners in effort to contribute to the student learning goals.

Strategies/Actions

- Information posted on the Sisson School website and Facebook page.
- Parent survey of school involvement.
- Recruit for community partner.
- Afternoon educational event.

Expected Outcome(s)

There will be increased evidence of parent and community partner involvement in reaching student learning goals.

Timeline for Actions

October 2015- June 2016- Information posted on the Sisson School website and Facebook page.
 October 2015- Recruit for community partner.
 November 2015- Create parent survey of school involvement
 December 2015- January 2016- Compiling and analyzing survey data
 February 2016- Reporting survey results to school community
 February 2016- Afternoon educational event.
 February, 2016- SIP Team reflection of the effectiveness of Priority 2 and making adjustment if necessary
 June 2016- SIP Team End of year implementation reflection

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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: