

Julia F. Callahan Elementary School
School Improvement Plan
2016-2017

School Improvement Team

Dr. Brian T. Fay – Principal

Deborah DeMala – Program Specialist

Debra Koutoulas – CIT

Rebecca Darby – CIT

Robin Wolkiewicz - CIT

School Council Members

Dr. Brian T. Fay – Principal

Deborah DeMala – Program Specialist

Debra Koutoulas – CIT

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 482 students, with 16% Special Education and 10% ELL. In addition, 53% 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 1-5, 2 kindergarten classrooms, four classrooms that house the Emotionally Impaired (Therapeutic Academic Support Classrooms: TASC), and one Intellectually Impaired classroom. Callahan supports a strong inclusion model for the five sub-separate classrooms, increasing classroom numbers in the general education classrooms. Callahan staff includes one school social worker, a clinical director, and a behavior specialist. In addition, our school houses Lynn Community Health Center, providing mental health services for our students and their families.

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. The 2016-2017 school year brought forth a change in staff with a balanced ratio of new to veteran teachers. Callahan welcomed 40% new staff and faculty members this year.

Specific demographic data is listed below.

Student Enrollment

	2014	2015	2016	2016 District
PreK	50	41	49	277
Kindergarten	69	62	51	1,092
Grade 1	86	88	71	1,356
Grade 2	83	83	85	1,422
Grade 3	74	87	80	1,334
Grade 4	59	78	87	1,267
Grade 5	70	57	74	1,053
Total	491	496	497	7,801

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	81.8	84.2	72.5	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	6%	4%	4%	7%	6%
26-56	67%	73%	72%	72%	76%
Over 56	27%	23%	24%	21%	18%
Median Yrs Experience	-	16			
% ≥ 10 Yrs Experience	-	66%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	94.2	94.8	95.2	93.9	94.9
Absent 10 or more days (%)	42.6	34.5	31.1	38.1	30.5
Chronically Absent (% with < 90%)	18.2	14.9	12.0	19.6	12.3
Student Retention Rate	3.5	5.4	3.3	3.2	1.5
Out-of-School Suspension Rate	1.6	3.3	4.9	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	15.3	17.1	15.9	10.1	8.8
Asian	9.6	9.3	9.3	9.1	6.5
Hispanic	46.2	45.6	43.3	58.2	18.6
White	23.0	22.4	23.9	18.3	62.7
Multi-Race	5.9	5.6	7.6	3.9	3.2
Male	57	55	57	52	51
Female	43	45	43	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	38.5	36.3	33.8	54.0	19.0
English Language Learner	9.2	9.7	10.3	19.5	9.0
Special Education	19.1	17.3	20.5	15.4	17.2
Economically Disadvantaged	-	52.4	50.1	47.0	27.4

The staff at the Julia F. Callahan School is comprised of 39 educators including 1 Principal, 1 Program Specialist, 3 Curriculum Instruction Teachers, 22 classroom teachers, 3 Resource/Inclusion Specialist, 1 ELL Teacher, 1 Social Worker, 1 Behavior Specialist, 1 Clinical Director, 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:

- ELA District Pacing Guide (K-2)
- REACH for Reading (K-5)
- *Strategies for Writers: Six Traits of Writing* (K-5)
- Reading A-Z
- Reading comprehension strategies including Close Reading, and RACE Open Response Strategy

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

- Math District Curriculum Mapping
- GoMath
- CUBES math strategy for problem solving
- Lesson Study

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

- Science District Curriculum Mapping
- District created science units
- Science A-Z
- National Geographic Science Methods and Process Skills (K-2)

Tiered Instruction / supports and interventions:

- RTI using small group instruction across all content areas
- Imagine Learning (ELL and self-contained classrooms)
- System 44 (self-contained classroom)
- First in Math
- REACH (K-5)
- Extended Learning Time Math

Assessment practices

- Cumulative District Assessments (ELA/Math/Sci)
- DIBELS and DAZE
- ACCESS Testing
- District End of Unit Math Assessments
- District End of Unit ELA Assessments
- REACH End of Unit Science Assessments
- Progress Monitoring
- Formative assessments regularly used in classrooms
- Using prior MCAS/PARCC data to provide additional support (Extended Learning Time Math/ELA)
- Math Common Assessments (pre/post tests)

School based Professional Development time

- Learning Walks
- Lesson Study
- Data Tracking with Dr. Lynn Catarius
- Criteria for Success
- PBIS
- Data meetings
- Walker Associates Partnership Program (TASC)
- Faculty sharing and demonstrations

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 **Safety, Ownership, Attitude, Respect**
- SOAR Rallies
- Principal Coffees (with parents)
- Parent Enrichment Workshops (Social Worker/Clinical Director)

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

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tutoring for any professional seeking to pass MTELEs.

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.

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.

Based on the Spring 2016 VISTA Survey:

- 69% of teachers at Callahan believed that collaborating with other teachers in school is a productive use of time
- 50% of teachers strongly agree that they analyze data to improve instruction
- 63% of teachers at Callahan provide students opportunities to have academic talk based on texts

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 remains at a Level 3 status based on the 2016 MCAS/PARCC data:

- In ELA our CPI has remained unchanged and continues to be performing below the target
- In Math our CPI decreased the last three years and continues to be performing below the target
- The SGP for Math decreased the last three years and was performing below target
- The SGP for ELA was performing on target

ACCOUNTABILITY DATA

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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: 12								
Cumulative PPI (all students) 58								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	*2016	2016 Change	2016 Rating
ELA								
CPI	74.6	73.9	76.0	2.1	Improved Below Target	75.5	-0.5	No Change
SGP	51.5	39	55	16	Above Target	53	-2.0	On Target
% Advanced	2.5	3.6	2.3	-1.3	Not Meeting Target	2.6	0.3	Met Target
% Warning	10.7	12.2	12.0	-0.2	Not Meeting Target	12.4	0.4	Not Meeting Target
Math								
CPI	72.7	78.3	77.4	-0.9	No Change	76.6	-0.8	No Change
SGP	38	45	42	-3	Below Target	35	-7.0	Below Target
% Advanced	12.8	19.0	17.5	-1.5	Not meeting target	12.3	-5.2	Not Meeting Target
% Warning	16.9	14.4	12.4	-2.0	Met Target	13.6	1.2	Not Meeting Target
Science								
CPI	64.2	71.7	70.1	-1.6	No Change	67.9	-2.2	No Change
% Advanced	3.4	7.1	7.1	0.0	Not meeting target	8.6	1.5	Met Target
% Warning	20.7	14.5	19.6	4.1	Not meeting target	15.7	-3.9	Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			55	60	Not meeting target	71	60	Met Target

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 3	School Percentile:	12 th %ile	Annual PPI = 55	Cumulative PPI = 56
2016*	Level 3	School Percentile:	12 th %ile	Annual PPI = 55	Cumulative PPI = 58

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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 2016	Spring 2016		School	District
Above/Well Above Avg	14 (29%)	7 (14%)	High	11 (23%)	348 (35%)
Average	14 (29%)	19 (40%)	Moderate	6 (13%)	173 (18%)
Low Average	10 (21%)	10 (21%)	Typical	11 (23%)	218 (22%)
Below Average	6 (13%)	7 (15%)	Low/Declined	20 (42%)	246 (25%)
Well Below Average	4 (8%)	5 (10%)			
CPI	82.3	79.7	Total	48	985

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	14 (22%)	10 (16%)	High	2 (3%)	217 (17%)
Average	17 (27%)	19 (31%)	Moderate	13 (21%)	316 (25%)
Low Average	5 (8%)	9 (15%)	Typical	23 (37%)	393 (31%)
Below Average	10 (16%)	9 (15%)	Low/Declined	24 (39%)	325 (26%)
Well Below Average	16 (26%)	15 (24%)			
CPI	70.6	71.0	Total	62	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	19 (24%)	20 (25%)	High	13 (17%)	269 (19%)
Average	20 (26%)	22 (28%)	Moderate	24 (31%)	375 (27%)
Low Average	8 (10%)	8 (10%)	Typical	23 (29%)	426 (30%)
Below Average	21 (27%)	13 (17%)	Low/Declined	18 (23%)	331 (24%)
Well Below Average	10 (13%)	15 (19%)			
CPI	74.4	74.7	Total	78	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	10 (13%)	12 (16%)	High	6 (8%)	179 (15%)
Average	23 (31%)	23 (31%)	Moderate	24 (32%)	283 (23%)
Low Average	9 (12%)	12 (16%)	Typical	27 (36%)	389 (32%)
Below Average	19 (25%)	17 (23%)	Low/Declined	18 (24%)	363 (30%)
Well Below Average	14 (19%)	11 (15%)			
CPI	70.3	73.7	Total	75	1,214

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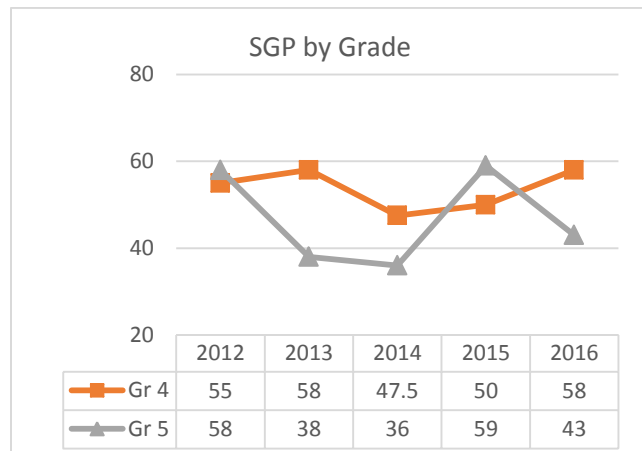
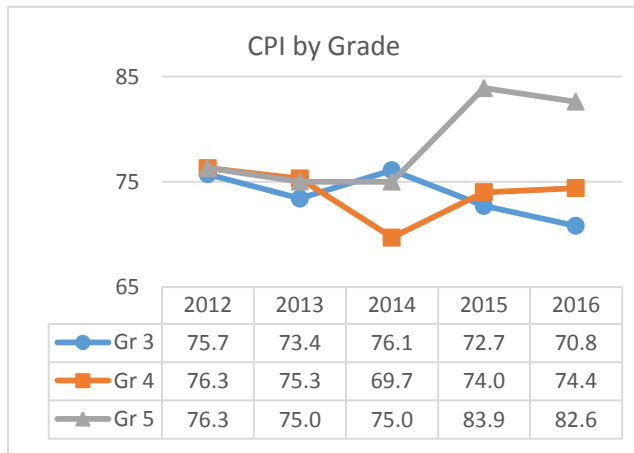
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ENGLISH LANGUAGE ARTS

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
School 2016	233	3	37	43	17	75.5	53
District 2016	7,573	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE
Multi-Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	233	3	37	43	17	75.5	53
Students with Disabilities	65	0	9	43	48	56.9	42.5
ELL	21	0	14	52	33	54.8	49
Former ELL	16	0	56	31	13	85.9	73
Economically Disadvantaged	132	2	29	47	22	71.2	51
Male	132	2	36	38	23	74.4	51
Female	101	3	38	50	9	75.7	55.5

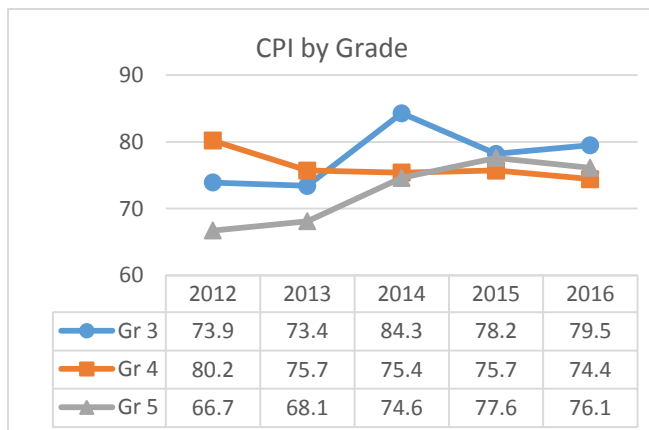
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MATHEMATICS

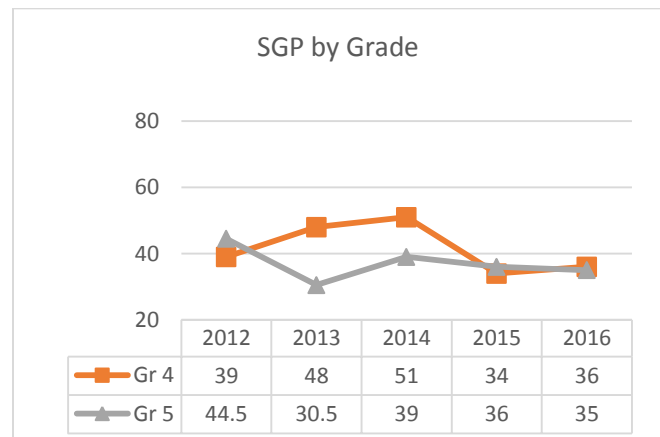
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	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
School 2016	235	12	36	34	18	76.6	35
District 2016	7,531	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	235	12	36	34	18	76.6	35
Students with Disabilities	65	0	14	35	51	57.3	42.5
ELL	22	5	32	41	23	65.9	44
Former ELL	17	24	47	18	12	89.7	32
Economically Disadvantaged	134	7	34	35	24	72.2	26
Male	134	13	34	29	24	75.9	34
Female	101	12	38	40	11	76.7	39

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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
School 2016	70	9	21	53	17	67.9
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	70	9	21	53	17	67.9
Students with Disabilities	19	0	11	53	37	52.6
ELL	2					
Former ELL	5					
Economically Disadvantaged	41	5	20	54	22	62.8
Male	39	10	18	51	21	67.3
Female	31	6	26	55	13	68.5

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	6	15%	6	12%	11	20%
Emerging	5	12%	11	22%	6	11%
Developing	10	24%	17	35%	15	28%
Expanding	10	24%	7	14%	11	20%
Bridging	8	20%	7	14%	10	19%
Reaching	2	5%	1	2%	1	2%
Total	41		49		54	

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%
2016	21	60%	5	14%	9	26%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering		3 (43%)	4 (57%)			
Emerging	1 (13%)		4 (50%)	3 (38%)		
Developing			5 (31%)	7 (44%)	4 (25%)	
Expanding					6 (86%)	1 (14%)
Bridging				1 (100%)		
Total (39)	1	3	13	11	10	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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Instructional staff continues to utilize standards to plan standards based instruction • The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy, Mathematics, and Science • Instructional staff develops and implements lessons based on curriculum maps and standards. These lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans) • Instructional materials (Go Math!, REACH, Reading A-Z) and technologies (SmartBoards, computer lab, access to iPads) that align to curriculum maps are available in all classrooms
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Differentiation of instruction across all content areas • Consistent high-quality science instruction • Vertical alignment (across the curriculum) • PD in Reach (3-5), Six Traits of Writing (K-5) and Science (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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Students are engaged in accountable talk in the classroom • 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 strategies, formative assessment, anchor charts, accountable talk
<p>Areas of Need:</p> <p>Instructional staff do not consistently use a variety of instructional strategies and materials to meet students’ needs. According to the SQR June 2016 Report, 28% of teachers use a variety of instructional strategies or in-class assessment to support and monitor student learning.</p> <ul style="list-style-type: none"> • Lesson Study and development • Develop criteria for success across grade levels and vertically • Ongoing staff development for building initiatives such as PBIS and Learning Walks • Teachers need to be reflective of the Speaking and Listening Standards when developing lessons • Further development of tiered instruction in math
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.

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Strengths:

- Utilize district personnel to analyze school, district, and state data
- Analysis of DIBELS and DAZE data to inform instruction
- Analysis of MCAS/PARCC data (gr. 3-5) to inform instruction
- Formative Assessment to inform and reteach instruction
- 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
- **Drill down to identify the disconnect between analysis and performance**
- Formative and Summative analysis of data

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 using the Continuum of Practice
- PD is embedded as an integral part of daily routines (mentors, coaching, faculty meetings, and/or PLT).
- The use of surveys to monitor Professional Development
- Staff enrollment in District Professional Development
- Support new teachers in school-wide initiatives (Teacher Binder, Meet and Greet, Week-At-A-Glance Memo, School Calendar)

Areas of need:

- Continued use of Learning Walks with a targeted focus based on School Improvement Plan priorities.
- Use faculty meetings as opportunities for school-based PD
- **PD to further develop observation of the Continuum of Practice to increase our knowledge base**

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:

- Weekly/Biweekly PLT focus on school initiatives
- 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)
- Increase school-wide compliance of building initiatives

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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"> • Support staff push-in with minimal pull-out • Mainstream II and EI students into least restrictive environment • Progress monitoring system is in place that drive instructional decisions via flexible grouping • Contractual after school support for identified students • Extended Math Learning Time (Grades 1-5)
<p>Areas of need:</p> <ul style="list-style-type: none"> • Differentiation of instruction in flexible groupings • Explicit lesson planning that includes a variety of strategies to meet the individual needs of each student (GROR)
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"> • Based on the SQR Report June 2016, 93% of instructional staff are working to establish a safe, supportive, and well-structured classroom climate • School leaders and staff create a learning environment that clearly establishes routines through morning announcements, Pledge of Allegiance, Callahan Pledge, and inspirational message/joke of the day • Second Step/Health • Students in crisis and others who require intensive assistance are identified and linked to appropriate support staff in a timely manner (school adjustment counselor, social worker, clinical director, 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), grade level sponsored SOAR Rallies • Lynn Community Health Center • The Nest (sensory integration space)
<p>Areas of need:</p> <ul style="list-style-type: none"> • Provide teachers with tools to support students to implement the expectations of PBIS • Provide PD for PBIS as needed to improve the schools behavioral, emotional and physical health • Parent support informational trainings
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"> • Strong relationships with families and community partners are established through the PTO, Open Houses, Lynn Community Health, and King's Lynne Association • The school provides two-way communication with families through the use of the internet and ConnectEd

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- Monthly School Newsletters (in English and Spanish) are sent home informing parents of upcoming events and happenings
- Talent Show
- PTO sponsored events

Areas of need:

- Notify parents of struggling students' needs/retentions
- Increase parent participation across all grades

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- According to the SQR June 2016 Report, school leaders are establishing a school-wide focus on instructional improvement. Leaders and teachers identified three key initiatives that support a school-wide focus on instruction:
 1. Positive Behavioral Interventions and Support (PBIS)
 2. Learning Walks
 3. Lesson Study
- School leaders are working to develop a collaborative and inclusive staff culture:
 1. PLT and Faculty Meetings
 2. Week At A Glance memo
 3. Faculty Staff Binder
 4. Faculty surveys

Areas of need:

- Continue with a transparent approach to disseminating important information to all stakeholders
- Continue to empower stakeholders to take on more leadership roles

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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 English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Quality lesson plans for effective instruction
Alignment to District Priority(s): District Focus Area 3: Standards-based instruction in the Massachusetts Frameworks for all grades and all content areas

Priority 1	Implement school-wide standards-based lessons that focus on learning targets and criteria for success
Strategies/ Actions	<ol style="list-style-type: none"> 1. Teachers will implement and plan lessons that consist of focused and rigorous learning targets 2. Teachers will plan lessons that state the criteria for success so students can monitor their own learning 3. Teachers will use common language in the development of lessons 4. Teachers will create, implement, observe and revise lessons through Lesson Study 5. Teachers will use the criteria for success as formative assessments to drive instruction
Expected Outcome(s)	Students will be able to: <ul style="list-style-type: none"> ➤ Focus their learning based on the learning target ➤ Monitor their own learning using the criteria for success ➤ Complete assignments/activities
Timeline for Actions	October –June PLTs will predominantly focus on writing standards-based lessons that include learning targets with criteria for success across all content areas

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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: Cognitive engagement of all students

Alignment to District Priority(s): District Focus Area 3: Standards-based instruction in the Massachusetts Frameworks for all grades and all content areas

Priority 2

The priority is to implement research-based techniques that promote higher order thinking to make every student an active learner in order to access and process the curriculum

Strategies/Actions

1. Teachers will be provided with opportunities to read, discuss, process and implement total participation techniques using the book "Total Participation Techniques" by Himmele and Himmele
2. Teachers will incorporate Total Participation Techniques across all content areas to promote student cognitive engagement and facilitate higher order thinking

Expected Outcome(s)

Students will:

- Be active learners
- Develop higher order thinking skills
- Analyze, synthesize, and evaluate concepts
- Be cognitively engaged in activities
- Listen to others and be able to expand upon ideas
- Be able to solve high level tasks across all content areas

Timeline for Actions

January – June

- Discussions around the book, "Total Participation Techniques" will take place during bi-monthly PLTs
- A minimum of 2 TPT will be routinely implemented during instruction
- Evidence of TPT in lesson plans
- Data from Learning Walks (2x) will analyze the effectiveness of TPT in classrooms..ie; cognitive engagement of students

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: