

**W. P. Connery Elementary School**  
**School Improvement Plan**  
**2016-2017**

**School Improvement Team**

Dr. Mary E. Dill, Principal  
James Kennison, Program Specialist  
Katia Spiess, Math Teacher  
Nicole Oak, Curriculum and Instruction Teacher, Gr. 2, 5  
Shannon Walsh, Special Education Teacher  
Laura McGaughey, Social Worker

**School Council Members**

Dr. Mary E. Dill, Principal  
James Kennison, Program Specialist  
Laura McGaughey, Social Worker  
Victor Valdoni, ESL Teacher  
William Logue, Grade 3 Teacher  
Gina O'Toole, Para-Professional  
Nicole Oak, CIT, Gr. 2, 5  
Katia Spiess, Math Teacher  
Lee Ann Cutter, School Secretary  
Ana Holguin, Parent  
Mayra Matos, Parent  
Irma Pena, Parent  
Claudia Deleon, Parent  
Jessica Martinez, Parent  
Hilda Perez, Parent

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**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.

**William P. Connery Elementary School Vision:** To provide all Connery School students with equitable opportunity for optimal achievement in all academic areas.

**Mission:** Connery Elementary School is a diverse, multi-cultural learning community that provides skills, strategies, and activities which promote higher-order thinking across the curriculum. We encourage respectful social interaction for all students in a safe environment for optimal learning.

**Supporting Goals:**

- \* To foster academic potential in every child
- \* To generate a respecting and caring approach to learning
- \* To broaden literacy and communication skills
- \* To support a student/parent/school partnership
- \* To encourage life-long learning

### 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 William P. Connery School is one of the largest urban elementary schools in Lynn, Massachusetts, and is located in the heart of West Lynn. There are approximately 640 students in grades Pre-K through Grade 5, representing many different nationalities and cultures. Approximately one third of our students are identified as having English as a second language while most students live in homes where another language is spoken. Our students come from a multitude of countries, including the Dominican Republic, Puerto Rico, Mexico, Cambodia, Vietnam, Iran, Pakistan, Brazil, Jamaica, Honduras, El Salvador, Guatemala, and Haiti, to name a few. Demographically the student population comprises 73% Hispanic, 12% Asian, 7% White, 6% African American, and 2% other.

The Connery School was built in 1920 to serve the children of the working class citizens of Lynn. The demographics of the students have changed, but the economic status of the families remains the same. This is a high-need neighborhood in which 53.5% of our students come from economically disadvantaged families. All of our students receive universal free breakfast and free or reduced lunch. We also have a Healthy Snack program.

In 2010 the school entered Level 4 status and was deemed an underperforming school by the Department of Elementary and Secondary Education. Turnaround efforts included replacing the principal and 50% of the existing staff. Dr. Mary Dill became principal during the summer of 2010. An almost brand-new faculty (90% new) began work with a retreat in the same summer. Monitoring Site Visits during the next three years provided the school with feedback and prioritization meetings to push our school towards success. In 2013 we successfully exited Level 4 status. We are now a Level 3 school.

The staff of the Connery Elementary School is comprised of 48 educators including 1 Principal, 1 Program Specialist, and 46 teachers; plus 9 para-professionals, 1 social worker, and a School Adjustment counselor, one day a week. Due to the agreement with the Lynn Teachers' Union, the principal has hiring authority and takes all necessary steps to recruit and hire certified teachers for all open positions. Since the new staff took over Connery School in July, 2010, 39 teachers and paras have remained with the school. There are 39 Highly Qualified and Professional

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Status teachers at Connery, while 9 other teachers are Highly Qualified while working and completing course work toward professional status.

#### Student Enrollment

|              | 2014       | 2015       | 2016       | 2016 District |
|--------------|------------|------------|------------|---------------|
| PreK         | 30         | 27         | 28         | 277           |
| Kindergarten | 112        | 104        | 94         | 1,092         |
| Grade 1      | 108        | 120        | 107        | 1,356         |
| Grade 2      | 100        | 103        | 115        | 1,422         |
| Grade 3      | 79         | 104        | 109        | 1,334         |
| Grade 4      | 78         | 81         | 111        | 1,267         |
| Grade 5      | 76         | 73         | 71         | 1,053         |
| <b>Total</b> | <b>583</b> | <b>612</b> | <b>635</b> | <b>7,801</b>  |

#### Teacher Demographic

|                       | 2013 | 2014 | 2015 | 2015 District | 2015 State |
|-----------------------|------|------|------|---------------|------------|
| Teacher Retention     | 75.6 | 90.0 | 82.9 | 75.9          | 83.5       |
| Staff Age             | 2014 | 2015 | 2016 | 2016 District | 2016 State |
| Under 26              | 5%   | 11%  | 10%  | 7%            | 6%         |
| 26-56                 | 83%  | 77%  | 81%  | 72%           | 76%        |
| Over 56               | 12%  | 12%  | 9%   | 21%           | 18%        |
| Median Yrs Experience | -    | 6    |      |               |            |
| % ≥ 10 Yrs Experience | -    | 30%  |      |               |            |

#### Performance Indicators

|                                   | 2013 | 2014 | 2015 | District 2015 | State 2015 |
|-----------------------------------|------|------|------|---------------|------------|
| Student Attendance Rate           | 95.1 | 95.7 | 95.8 | 93.9          | 94.9       |
| Absent 10 or more days (%)        | 34.6 | 27.9 | 27.3 | 38.1          | 30.5       |
| Chronically Absent (% with < 90%) | 13.0 | 8.9  | 8.1  | 19.6          | 12.3       |
| Student Retention Rate            | 2.2  | 1.6  | 0.4  | 3.2           | 1.5        |
| Out-of-School Suspension Rate     | 3.0  | 4.7  | 4.1  | 8.1           | 2.9        |

#### Percent of students by race and gender

|                  | % of Students |      |      |               |            |
|------------------|---------------|------|------|---------------|------------|
|                  | 2014          | 2015 | 2016 | 2016 District | 2016 State |
| African American | 6.3           | 6.4  | 6.0  | 10.1          | 8.8        |
| Asian            | 12.3          | 13.2 | 13.5 | 9.1           | 6.5        |
| Hispanic         | 73.1          | 72.7 | 72.6 | 58.2          | 18.6       |
| White            | 6.7           | 6.2  | 5.4  | 18.3          | 62.7       |
| Multi-Race       | 1.4           | 1.5  | 2.5  | 3.9           | 3.2        |
| Male             | 48            | 48   | 51   | 52            | 51         |
| Female           | 52            | 52   | 49   | 48            | 49         |

#### Enrollment by Special Population

| Demographic Group          | 2014 | 2015 | 2016 | 2016 District | 2016 State |
|----------------------------|------|------|------|---------------|------------|
| First Language Not English | 75.5 | 72.2 | 69.0 | 54.0          | 19.0       |
| English Language Learner   | 33.8 | 32.8 | 33.9 | 19.5          | 9.0        |
| Special Education          | 6.0  | 6.5  | 6.1  | 15.4          | 17.2       |
| Economically Disadvantaged | -    | 51.3 | 53.5 | 47.0          | 27.4       |

*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.

#### **Core Instructional Programs**

Along with the other elementary schools in our district, Connery School obtained the Go Math series as the primary math resource in grades K-5. Teachers are also generating standard based SMART Notebook lessons to use as the vessel through which instruction is delivered. During the 2015-16 school year, Grades K-2 used the National Geographic Reach for Reading program as their primary resource for ELA instruction. Grades 3-5 used Harcourt Trophies during the 2015-16 school year. As of September 2016, Grades K-5 have completed the transition to the Reach for Reading program as their primary ELA resource. Reach, which is a version of Reach for Reading tailored toward the needs of English Language Learners, is used by our ESL teachers to instruct students designated as ELLs. Anchor Comprehension texts have been used since 2012 as the primary resource for Social Studies and as a supplement to the ELA curriculum. Six Traits for Writing has been implemented throughout Connery. The implementation of the Six Traits program has promoted unity in how teachers approach the writing process. The district Science department has developed its own Science program for Grades K-5 to be used as the primary resource for instruction in this area. The science resources are delivered through SMART Notebook lessons and hands-on experiments using supply boxes distributed by the Science department. The District generated Science Curriculum also includes grade level district unit assessments. Grades 3-5 also have access to Science A-Z as an online student resource.

#### **Tiered Instruction / Supports and Interventions**

Curriculum Instruction Teachers model whole group and small group instruction, participate in co-teaching and planning lessons, and use relevant data to select students for group work geared toward both remediation for those in need and extension for those ready to march ahead. Reading Interventionists work with students not meeting benchmark in DIBELS in Grades K-3. They group students with similar needs together and work with them in small groups for 20 minute blocks daily. Five ESL interventionists work with about 217 English Language Learners with the Reach (ESL) reading program and provide reteach in math. The ESL team supports Connery's ELLs in a variety of ways from intensive push-in work with small groups to a Welcoming Group pull-out session for students new to the country to begin each day. Connery School also has a team of three SPED Inclusion teachers who work closely with students on Individual Education Plans (IEPs) at every grade level. Reach into Phonics is used as resource for tier II intervention in foundational reading skills. Formative assessments and access points are utilized in order for all students to gain access to the curriculum with supports and accommodations. Every classroom teacher works with students in small groups across the curriculum on a daily basis. Connery utilizes a variety of computer programs which aid in our intervention efforts. These programs include iRead, First in Math, Type to Learn, and Imagine Learning. Tier III, Extended Learning Time (ELT), is offered on Saturdays as an opportunity for students to get targeted help to improve their ELA and math end-of-unit scores.

#### **Assessment Practices**

Connery uses a variety of assessments to guide instruction and promote student learning. These assessments include:

- Reach for Reading District Non-negotiable assessments from district K-2
- Reach for Reading Building-based Non-negotiable assessments from district 3-5
- District Generated Science Common Assessments K-5
- District Math Common Assessments K-5
- District Cumulative Assessments in ELA, Math, and Science (ELA/Math 3-5, Science 5)
- District Math Extended Learning Time Retests
- Ongoing Formative Assessments woven into planning/instruction

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The Connery staff continues to implement Formative Assessment for Results (FAR) strategies and practices across content areas to assess students throughout units of instruction. This practice is used to determine which students were in need of re-teaching before the end of a unit.

#### **School-based Professional Development Time and Content**

Connery provides teachers with Professional Learning Time every other Friday for 1 ½ hours per team. We have also implemented Teacher Collaboration Time on Wednesdays for 40 minutes. These meetings cover a variety of topics:

- CITs and Math Specialists will provide professional learning opportunities involving cooperative learning protocols.
- Health and Wellness Protocols
- ESL Specialist Presentations (4x each year)
- Data Analysis
- Standard Dissection to promote Alignment K-5
- Goal Setting/Monitoring
- Extended Learning Time
- GO Math Training

#### **Indicators of the School Culture**

The Connery culture is one that promotes acceptance and the attitude that we should always help others when we have the opportunity. Connery's Student Council will meet twice a month after school and will provide services to the school and community. Connery has a partnership with the Greater Boston Food Bank which allows the school to host a monthly food pantry for the families of the students. In November, Connery will be celebrating its diversity with a very successful International Night Open House which featured music, art, and food from around the world. Students are celebrated monthly when they are selected to receive a "Connery Shamrock" based on academic achievement, growth, or citizenship. Students who make progress in the First in Math (FIM) program are recognized weekly for their efforts throughout the year during morning announcements and teacher newsletters (Monday Minutes). Connery has successfully implemented a color system for student behavior throughout the building. Students understand the system and have a clear sense of behavioral expectations as they move up through the grades. This year we are promoting family engagement by hosting district developed workshops led by our school social worker focusing on a variety of needs, including:

- Workshop One: Families and Schools: The Dream Team Partnership
- Workshop Two: Sharing Routines to Help our Children Achieve Their Dreams
- Workshop Three: Sharing Routines: Part Two
- Workshop Four: The Joy of Learning
- Workshop Five: Goals and Next Steps: How Do I Use It Before I Lose It?

#### *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 co-op 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.

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*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.

P = Principal, T = Teacher

District Observations:

- Teachers use common assessment data to improve their instruction P 100% / T 46% (Agree Strongly), (T 42% Agree Somewhat)
  - Looking at data vs. using data to improve instruction

District Priority – Data Informed Decision Making

- Engage in open-ended problems/tasks (P 90% / T 30%)

District Priority – Standards Based Instruction (rigor, student engagement, HOTS)

D = District, C = Connery

Connery Observations:

- Students work together to solve challenging problems or tasks D 18% / C 8% (Large Extent)
  - Working together and sharing ideas vs. processing ideas and applying what was learned

Connery Priority - Cooperative Learning Strategies (rigor, student engagement, HOTS)

**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 Connery teachers and instructional support staff analyze data on a regular basis and the results are used to guide instruction, plan remediation, and enhance student learning. Data sources include formative assessments,

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quick checks, summarizers, end-of-unit assessments, district benchmarking, and state-wide testing.

This past year we participated in PARCC state testing for Math and ELA and MCAS for Grade 5 Science. Data provide by DESE were adjusted to allow for comparisons to past MCAS testing years. We experienced an overall dip in performance and student growth.

Some of the recent trends with Connery's state-wide data include a drop in our aggregate Math CPI from 81.9% to 76.1%, a Science CPI (76.5) that surpassed the target, and an ELA CPI that fell from 78.2% to 71.5%. Connery's former ELLs (FLEPs) had the highest Math CPI of any subgroup (84.8%). SGP in Math decreased 4% from 47% to 43% while SGP in ELA increased from 46% to 51%. Students scoring Advanced in Science increased from 4.4% to 10.4%, and students scoring Advanced in ELA increased from 2.9% to 4.7%. Students scoring Advanced in Math remained steady at 18.1%.

#### **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

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schools, and 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.

| <b>Accountability and Assistance Level: Level 3</b> |             |             |                  |                    |                       |                  |                    |                    |
|---|-------------|-------------|------------------|--------------------|-----------------------|------------------|--------------------|--------------------|
| <b>School Percentile: 16</b>                        |             |             |                  |                    |                       |                  |                    |                    |
| <b>Cumulative PPI (all students) 80</b>             |             |             |                  |                    |                       |                  |                    |                    |
| <b>Proficiency Gap Narrowing</b>                    | <b>2013</b> | <b>2014</b> | <b>2015</b>      | <b>2015 Change</b> | <b>2015 Rating</b>    | <b>2016</b>      | <b>2016 Change</b> | <b>2016 Rating</b> |
| <u><b>ELA</b></u>                                   |             |             |                  |                    |                       |                  |                    |                    |
| <b>CPI</b>  | 76.7        | 77.8        | 78.2             | 0.4                | Improved Below Target | 71.5             | -6.7               | Declined           |
| <b>SGP</b>  | 53.5        | 40.5        | 46               | 5.5                | Below Target          | 51               | 5                  | On Target          |
| <b>% Advanced</b>                                   | 2.5         | 3.6         | 2.9              | -0.7               | Not meeting target    | 4.7              | 1.8                | Met Target         |
| <b>% Warning</b>                                    | 9.6         | 8.1         | 9.4              | 1.3                | Not meeting target    | 17.5             | 7.9                | Not meeting target |
| <u><b>Math</b></u>                                  |             |             |                  |                    |                       |                  |                    |                    |
| <b>CPI</b>  | 75.1        | 80.7        | 81.9             | 1.2                | Above Target          | 76.1             | -5.8               | Declined           |
| <b>SGP</b>  | 46.5        | 49          | 47               | -2                 | Below Target          | 43               | -4.0               | Below Target       |
| <b>% Advanced</b>                                   | 10.1        | 14.5        | 18.1             | 3.6                | Met Target            | 18.1             | 0.0                | Not meeting target |
| <b>% Warning</b>                                    | 10.1        | 8.6         | 9.5              | 0.9                | Not meeting target    | 17.0             | 7.5                | Not meeting target |
| <u><b>Science</b></u>                               |             |             |                  |                    |                       |                  |                    |                    |
| <b>CPI</b>  | 70.7        | 72.9        | 75.0             | 2.1                | Above Target          | 76.5             | 1.5                | Above Target       |
| <b>% Advanced</b>                                   | 3.9         | 8.3         | 4.4              | -3.9               | Not meeting target    | 10.4             | 6.0                | Met Target         |
| <b>% Warning</b>                                    | 9.2         | 9.7         | 11.8             | 2.1                | Not meeting target    | 13.4             | 1.6                | Not meeting target |
|   |             |             | <b>2015 SGPA</b> | <b>2015 Target</b> |                       | <b>2016 SGPA</b> | <b>2016 Target</b> |                    |
| <b>ELL Proficiency Growth</b>                       |             |             | 61.5             | 60                 | Met Target            | 62               | 60                 | Met Target         |

**Historical Accountability Data**

|      |         |                    |                       |                  |                      |
|------|---------|--------------------|-----------------------|------------------|----------------------|
| 2012 | Level 4 | School Percentile: | 13 <sup>th</sup> %ile | Annual PPI = 95  | Cumulative PPI = 85  |
| 2013 | Level 3 | School Percentile: | 15 <sup>th</sup> %ile | Annual PPI = 105 | Cumulative PPI = 94  |
| 2014 | Level 3 | School Percentile: | 18 <sup>th</sup> %ile | Annual PPI = 105 | Cumulative PPI = 100 |
| 2015 | Level 3 | School Percentile: | 17 <sup>th</sup> %ile | Annual PPI = 80  | Cumulative PPI = 94  |
| 2016 | Level 3 | School Percentile: | 16 <sup>th</sup> %ile | Annual PPI = 60  | Cumulative PPI = 80  |

**Early Literacy Results**

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

|  | <b># and % of Students</b> | <b>Growth</b> | <b># and % of Students</b> |
|--|----------------------------|---------------|----------------------------|
|--|----------------------------|---------------|----------------------------|



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| <b>Achievement Level</b> | <b>Winter 2016</b> | <b>Spring 2016</b> | <b>(Change in %ile)</b> | <b>School</b> | <b>District</b> |
|--------------------------|--------------------|--------------------|-------------------------|---------------|-----------------|
| Above/Well Above Avg     | 10 (12%)           | 14 (16%)           | High                    | 26 (29%)      | 348 (35%)       |
| Average                  | 28 (31%)           | 26 (29%)           | Moderate                | 16 (18%)      | 173 (18%)       |
| Low Average              | 13 (14%)           | 17 (19%)           | Typical                 | 24 (27%)      | 218 (22%)       |
| Below Average            | 15 (17%)           | 14 (16%)           | Low/Declined            | 24 (27%)      | 246 (25%)       |
| Well Below Average       | 24 (27%)           | 19 (21%)           |                         |               |                 |
| <b>CPI</b>               | <b>68.1</b>        | <b>71.7</b>        | <b>Total</b>            | <b>90</b>     | <b>985</b>      |

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

| <b>Achievement Level</b> | <b># and % of Students</b> |                    | <b>Growth</b><br>(Change in %ile) | <b># and % of Students</b> |                 |
|--------------------------|----------------------------|--------------------|-----------------------------------|----------------------------|-----------------|
|                          | <b>Winter 2016</b>         | <b>Spring 2016</b> |                                   | <b>School</b>              | <b>District</b> |
| Above/Well Above Avg     | 12 (12%)                   | 13 (14%)           | High                              | 26 (27%)                   | 217 (17%)       |
| Average                  | 21 (22%)                   | 31 (33%)           | Moderate                          | 21 (22%)                   | 316 (25%)       |
| Low Average              | 13 (14%)                   | 19 (20%)           | Typical                           | 27 (28%)                   | 393 (31%)       |
| Below Average            | 18 (19%)                   | 11 (12%)           | Low/Declined                      | 21 (22%)                   | 325 (26%)       |
| Well Below Average       | 31 (33%)                   | 21 (22%)           |                                   |                            |                 |
| <b>CPI</b>               | <b>62.6</b>                | <b>72.6</b>        | <b>Total</b>                      | <b>95</b>                  | <b>1,251</b>    |

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

| <b>Achievement Level</b> | <b># and % of Students</b> |                    | <b>Growth</b><br>(Change in %ile) | <b># and % of Students</b> |                 |
|--------------------------|----------------------------|--------------------|-----------------------------------|----------------------------|-----------------|
|                          | <b>Fall 2015</b>           | <b>Spring 2016</b> |                                   | <b>School</b>              | <b>District</b> |
| Above/Well Above Avg     | 11 (10%)                   | 12 (12%)           | High                              | 41 (39%)                   | 269 (19%)       |
| Average                  | 21 (20%)                   | 35 (33%)           | Moderate                          | 28 (26%)                   | 375 (27%)       |
| Low Average              | 14 (13%)                   | 23 (22%)           | Typical                           | 30 (28%)                   | 426 (30%)       |
| Below Average            | 28 (26%)                   | 18 (17%)           | Low/Declined                      | 7 (7%)                     | 331 (24%)       |
| Well Below Average       | 32 (30%)                   | 18 (17%)           |                                   |                            |                 |
| <b>CPI</b>               | <b>60.8</b>                | <b>73.3</b>        | <b>Total</b>                      | <b>106</b>                 | <b>1,401</b>    |

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

| <b>Achievement Level</b> | <b># and % of Students</b> |                    | <b>Growth</b><br>(Change in %ile) | <b># and % of Students</b> |                 |
|--------------------------|----------------------------|--------------------|-----------------------------------|----------------------------|-----------------|
|                          | <b>Fall 2015</b>           | <b>Spring 2016</b> |                                   | <b>School</b>              | <b>District</b> |
| Above/Well Above Avg     | 16 (16%)                   | 19 (19%)           | High                              | 17 (16%)                   | 179 (15%)       |
| Average                  | 30 (29%)                   | 33 (32%)           | Moderate                          | 19 (18%)                   | 283 (23%)       |
| Low Average              | 17 (16%)                   | 18 (17%)           | Typical                           | 35 (34%)                   | 389 (32%)       |
| Below Average            | 23 (22%)                   | 14 (13%)           | Low/Declined                      | 33 (32%)                   | 363 (30%)       |
| Well Below Average       | 18 (17%)                   | 20 (19%)           |                                   |                            |                 |
| <b>CPI</b>               | <b>71.9</b>                | <b>74.5</b>        | <b>Total</b>                      | <b>104</b>                 | <b>1,214</b>    |

**ENGLISH LANGUAGE ARTS**

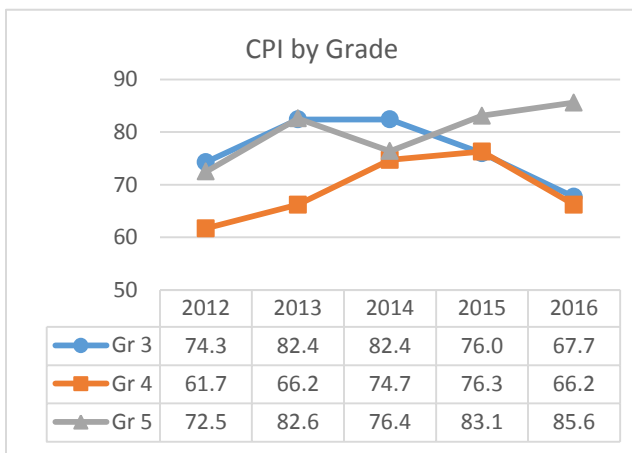
**Multi-Year MCAS ELA Results – All Students**

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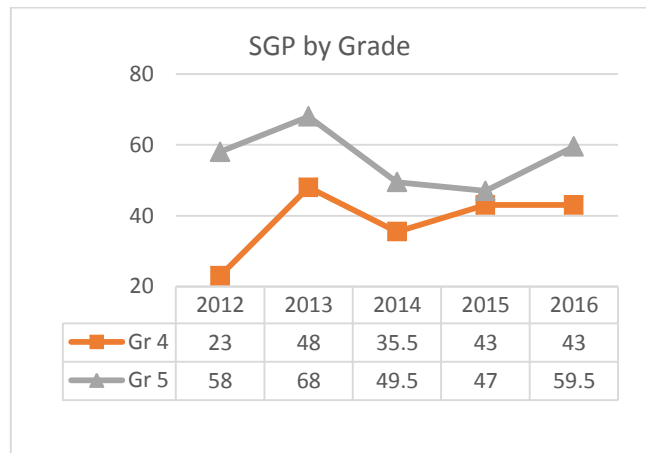
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| Student Group        | Students Included | % at Each Level |           |           |           | CPI         | SGP       |
|----------------------|-------------------|-----------------|-----------|-----------|-----------|-------------|-----------|
|                      |                   | A               | P         | NI        | W         |             |           |
| School 2012          | 219               | 3               | 25        | 52        | 20        | 69.4        | 41.5      |
| School 2013          | 239               | 3               | 37        | 46        | 30        | 76.7        | 53.5      |
| School 2014          | 221               | 4               | 37        | 47        | 13        | 77.8        | 40.5      |
| School 2015          | 244               | 3               | 41        | 43        | 13        | 78.0        | 45        |
| School 2016          | 274               | 5               | 36        | 41        | 18        | 71.5        | 51        |
| <b>District 2016</b> | <b>7,581</b>      | <b>7</b>        | <b>47</b> | <b>31</b> | <b>15</b> | <b>81.0</b> | <b>54</b> |

#### 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               | 274               | 5               | 36 | 41 | 18 | 71.5 | 51   |
| Students with Disabilities | 32                | 0               | 9  | 16 | 75 | 36.7 | 43   |
| ELL                        | 64                | 0               | 11 | 45 | 44 | 48.0 | 31   |
| Former ELL                 | 69                | 6               | 49 | 38 | 7  | 81.2 | 56.5 |
| Economically Disadvantaged | 168               | 4               | 36 | 41 | 20 | 70.1 | 49.5 |
| Male                       | 132               | 3               | 32 | 44 | 21 | 67.4 | 46   |
| Female                     | 142               | 6               | 41 | 39 | 14 | 75.2 | 54   |

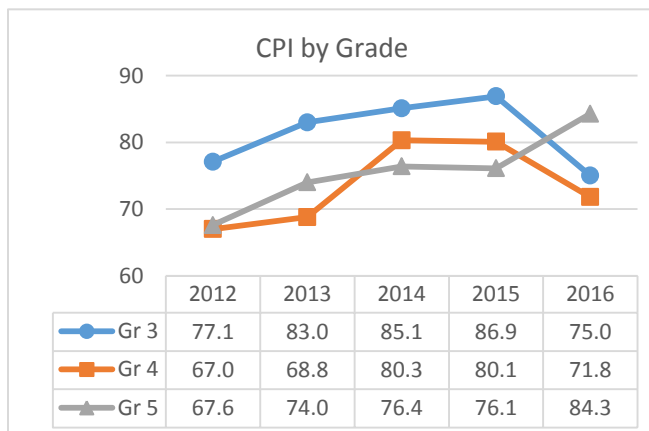
## MATHEMATICS

### Multi-Year MCAS Math Results – All Students

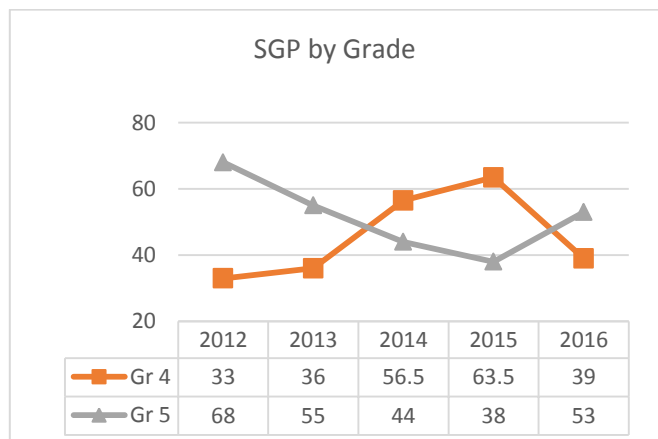
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| Student Group        | Students Included | % at Each Level |           |           |           | CPI         | SGP       |
|----------------------|-------------------|-----------------|-----------|-----------|-----------|-------------|-----------|
|                      |                   | A               | P         | NI        | W         |             |           |
| School 2012          | 219               | 10              | 24        | 43        | 24        | 70.5        | 53        |
| School 2013          | 238               | 10              | 29        | 42        | 19        | 75.1        | 46.5      |
| School 2014          | 221               | 14              | 38        | 35        | 13        | 80.7        | 49        |
| School 2015          | 244               | 18              | 40        | 30        | 12        | 81.7        | 47        |
| School 2016          | 275               | 18              | 36        | 28        | 17        | 76.1        | 43        |
| <b>District 2016</b> | <b>7,546</b>      | <b>15</b>       | <b>34</b> | <b>30</b> | <b>21</b> | <b>74.6</b> | <b>50</b> |

**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               | 275               | 18              | 36 | 28 | 17  | 76.1 | 43  |
| Students with Disabilities | 32                | 0               | 13 | 22 | 66  | 41.4 | 43  |
| ELL                        | 65                | 5               | 32 | 25 | 389 | 58.5 | 21  |
| Former ELL                 | 69                | 29              | 38 | 26 | 7   | 84.8 | 48  |
| Economically Disadvantaged | 169               | 18              | 33 | 30 | 19  | 73.8 | 40  |
| Male                       | 133               | 20              | 32 | 30 | 18  | 74   | 44  |
| Female                     | 142               | 17              | 40 | 27 | 16  | 77.4 | 43  |

**SCIENCE/TECHNOLOGY & ENGINEERING**

**Multi -Year MCAS STE Results – All Students**

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| Student Group           | Students Included | % at Each Level |    |    |    | CPI  |
|-------------------------|-------------------|-----------------|----|----|----|------|
|                         |                   | A               | P  | NI | W  |      |
| School 2012             | 71                | 4               | 10 | 44 | 42 | 59.2 |
| School 2013             | 76                | 4               | 20 | 55 | 21 | 70.7 |
| School 2014             | 72                | 8               | 22 | 51 | 18 | 72.9 |
| School 2015             | 69                | 4               | 35 | 43 | 17 | 74.3 |
| School 2016             | 66                | 11              | 39 | 36 | 14 | 76.5 |
| 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               | 66                | 11              | 39 | 36 | 14 | 76.5 |
| Students with Disabilities | 6                 |                 |    |    |    |      |
| ELL                        | 6                 |                 |    |    |    |      |
| Former ELL                 | 31                | 16              | 35 | 42 | 6  | 79.0 |
| Economically Disadvantaged | 39                | 10              | 38 | 31 | 21 | 74.4 |
| Male                       | 30                | 17              | 30 | 30 | 23 | 71.7 |
| Female                     | 36                | 6               | 47 | 42 | 6  | 80.6 |

**ACCESS for ELLs 3-Year Results on Overall Score.**

| Proficiency | 2013 | 2014 | 2015 |
|-------------|------|------|------|
|-------------|------|------|------|

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| Level        | ELL Students |     | ELL Students |     | ELL Students |     |
|--------------|--------------|-----|--------------|-----|--------------|-----|
|              | #            | %   | #            | %   | #            | %   |
| Entering     | 34           | 17% | 49           | 25% | 38           | 18% |
| Emerging     | 27           | 14% | 33           | 17% | 30           | 15% |
| Developing   | 52           | 26% | 48           | 24% | 59           | 29% |
| Expanding    | 36           | 18% | 43           | 22% | 59           | 29% |
| Bridging     | 35           | 18% | 26           | 13% | 17           | 8%  |
| Reaching     | 15           | 8%  | 1            | 1%  | 3            | 1%  |
| <b>Total</b> | <b>199</b>   |     | <b>200</b>   |     | <b>206</b>   |     |

**ACCESS for ELLs Growth**

| Year | High Growth |     | Moderate Growth |     | Low Growth |     |
|------|-------------|-----|-----------------|-----|------------|-----|
|      | #           | %   | #               | %   | #          | %   |
| 2014 | 60          | 43% | 29              | 21% | 49         | 36% |
| 2015 | 68          | 52% | 28              | 21% | 36         | 27% |
| 2016 | 76          | 52% | 24              | 17% | 45         | 31% |

**ACCESS for ELLs change in proficiency level**

| 2015 ACCESS Proficiency Levels | 2016 ACCESS Proficiency Levels |           |            |           |           |          |
|--------------------------------|--------------------------------|-----------|------------|-----------|-----------|----------|
|                                | Entering                       | Emerging  | Developing | Expanding | Bridging  | Reaching |
| Entering                       | 3 (7%)                         | 19 (41%)  | 21 (46%)   | 3 (7%)    |           |          |
| Emerging                       |                                | 3 (9%)    | 15 (45%)   | 15 (45%)  |           |          |
| Developing                     |                                | 1 (2%)    | 11 (26%)   | 26 (60%)  | 5 (12%)   |          |
| Expanding                      |                                |           | 3 (10%)    | 11 (38%)  | 12 (41%)  | 3 (10%)  |
| Bridging                       |                                |           |            |           |           |          |
| <b>Total (151)</b>             | <b>3</b>                       | <b>23</b> | <b>50</b>  | <b>55</b> | <b>17</b> | <b>3</b> |

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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:

During Teacher Collaboration Time, instructional staff analyzes and unpacks standards so that they have a working knowledge of proficiency. The district/school provides teachers with curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for Mathematics and unit overviews for ELA in K-2. Using Understanding By Design (UBD) unit planners, instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. Then, the staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. Tiered instruction, whole/ small group, formative assessment, next steps, and reteach strategies are built into lesson plans.

Instructional materials (Go Math!, Anchor Comprehension, REACH, Smart Notebook Math Lessons, District Smart Notebook Science Lessons, nonfictional texts for Social Studies, authentic literature) and technologies (computers in every classroom, iPads, SmartBoards, computer lab) that align to curriculum maps and overviews are available in all classrooms.

#### Areas of Need:

Instructional staff requires more in-depth analysis of data. In other words, using data to improve student learning rather than just looking at and discussing data. Staff also requires further work in using vertical alignment tools efficiently throughout the grade-level unit and lesson planning process. Working toward generating a shared vision for REACH for Reading, our new ELA program, and how it is used across grade levels is another need.

**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 practices of high quality are based on research to include whole group instruction, small group instruction, tiered instruction, anchor charts, higher order questioning, coding objectives, and accountable talk. We continue to refine components of Formative Assessments for Results (FAR) including: success criteria, concept maps, and teacher-student feedback. Our strengths include:

- Standards based instruction
- Backwards design (starting w/assessment)
- Lesson Structure
- Strategic planning of units
- Collaboration

#### Areas of Need:

Current instructional practices include a variety of cooperative learning strategies and Making Thinking Visible practices. Our goal is to make these practices more strategic, aligned, and effective. We will work on integrating a

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minimum of five different cooperative learning strategies into our instructional routines to enhance student outcomes.

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

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

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

**Strengths:**

Data is analyzed using Data Driven Dialogue by teacher teams with a foundation of shared purpose, values, norms, protocols, and accountability. Formative assessments are used regularly and strategically in order to drive small group instruction, reteach, and implement tiered instruction.

Grades 4 and 5 use MCAS/PARCC data to identify strengths and weaknesses and generate student groupings for intervention. Grades K-3 analyze DIBELS data in order to generate student groupings as well as monitor progress of individual students. Teachers are provided with data cards at the beginning of each school year which gives teachers a snapshot of students' academic and emotional history.

**Areas of need:**

Areas for further development include allocating resources to support teams in using data more effectively to inform instruction and remediation.

**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 Connery School provides a variety of professional development during the school year. These meetings cover many different topics that make up a school. Subjects were identified in previous years based on need and teacher input. The following are previous and/or ongoing Professional Development topics at Connery School:

- Health and Wellness Protocols
- ESL Specialist Presentations
- Data Analysis
- Standard Dissection to promote Alignment K-5
- Goal Setting/Monitoring
- Extended Learning Time
- Formative Assessment for Results (FAR)

**Areas of need:**

During the 2015-2016 school year Connery School Identified the need for professional development surrounding Cooperative Learning Techniques. This need emerged based on data collected during Learning Walks in February and May of 2016 as well as classroom observations. Therefore during the 2016-2017 school year professional development will focus on providing teachers with common cooperative learning techniques to implement in

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classrooms across all content areas.

- CITs and Math Specialists will provide professional learning opportunities involving cooperative learning protocols during Professional Learning Times (6x-40 mins)

Another area of need includes monitoring implementation of previous Professional Development.

**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:**

The Connery School has numerous structures in place to support teacher collaboration and professional development throughout the school year.

- Teacher Collaboration Time (1 x 40 minutes a week) – Administration/CIT-driven with a focus on data, professional development, and school processes.
- Professional Learning Time (1 hour 30 minutes every other week) – Teacher-driven opportunities to meet among grade-level teams with support staff to develop lessons and assessments, data analysis, learning progressions
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives (1 x a month)
- Vertical Team Meetings with Team Leaders with Admin/Leadership Team (1 x a week) –
  - 4-week schedule includes 2 Fridays of content alignment, 1 Friday of Cooperative Learning Protocols, and 1 Friday of Reach for Reading
- Leadership Meeting (weekly)
- Block scheduling allows for additional instructional meetings with CITs and Math Specialists.

**Areas of need:**

- Vertical alignment in planning practice

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

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

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

**Strengths:**

- Block schedule- Grade-Level Teams follow the same instructional schedule to provide a common pathway for support staff interventions and planning.
- Teacher Collaboration Times / Professional Learning Times – This is a structure to have conversations about student achievement/progress.
- Resources and technology- Grades K-2 use the iREAD program 4x a week for 25 minutes. All grades use the First in Math District program daily and at home to support math concepts. Our Special Education students uses Imagine Learning during the school day for 5x 20 minutes while the ELL population uses Imagine Learning 3x a week after school for 45 minutes.
- Student Study Team Meetings meet monthly to discuss student concerns, lack of progress, and/or high risk students.
- Our Special Education population is mainstreamed into least restrictive environment as needed.
- Leaders and instructional staff regularly monitor students' progress in relation to interventions. A



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progress-monitoring system is in place, and data from this system drive instructional decisions throughout a flexible tiered process. The system of interventions allows students to move along a continuum of services. This allows change of placements according to identified progress or needs, including students of all achievement levels.

- Contractual extra-help, used to support high needs students (before and after school), occurs once a week for 30-45 minutes.
- Weekly Health and Wellness Meeting, attended by Principal, Program Specialist, Social Worker, Lynn Community Health Center, School Nurse, Special Education Teacher
- Extended Learning Time (Saturday School) – based on Math (and ELA starting Jan. 2017) data from district assessments.

#### Areas of need:

- Tier 1: Consistency in planning and transfer to practice.
- Management of Tier 2 – how are you deciding which kids to pull, how are you assessing whether they are ready to move on, how do you keep NI skills from past units in the mix
- Effective homework

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

#### Strengths:

The following strengths have resulted in a safe school environment that addresses the social, emotional, and health needs of Connery students:

- Parent / Family Engagement Workshops
- Office referral protocol
- LCHC
- The Color System
- Shamrock Student of the Month
- Adjustment Counselor
- Social Worker
- Parent Liaison
- Student Study Team
- Greater Boston Food Bank
- Cradles to Crayons
- Project Yes (Middle School Mentoring)
- Healthy Snack Program
- Anti-Bullying Rally
- Connery Pledge
- Universal breakfast

Students in crisis and others who require intensive assistance are identified and linked to appropriate supports such as School Social Worker, School Adjustment Counselor, Lynn Community Health Center, and Mental Health Support Agencies in a timely manner.

Staff identifies issues arising in the lives of students (for example, academic/behavioral struggles, poverty, mobility, family dynamics) and works to address them to minimize their impact on learning (Student Study Team, Social Work Referral Form, Social Emotional Checklist, Office Referral Form, Cradles to Crayons backpacks and coats).

#### Areas of need:

The areas of need include the development of a formalized student buddy system for newcomers.

**Indicator 8: Family-school and Community engagement:** The school develops strong working relationships with families and

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appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

#### **Strengths:**

##### **Bilingual School Social Worker**

A member of the Connery School Leadership Team and collaborates with school and district administration to ensure the goal of improving social/emotional well-being of students and non-academic barriers to learning are being addressed with whole school approach.

Contributes to reducing risk for vulnerable students by conducting risk assessments on referred students.

Collaborates with administrators, teachers, special education professionals, and community providers to develop interventions and programs that support the academic and social success and well-being of students. Initiates referrals to school based Lynn Community Health Center for intervention.

Bullying and homeless population coordinator and provides support services for families.

Coordinates partnerships with our community agencies.

##### **Bilingual Parent Liaison:**

Liaison between families and the school to promote positive school-home collaborations and active participation of parents and guardians in the educational planning for their students.

Provides translation supports to assist teachers and families with meetings, overall helps maintain communication with parents whose English is not first language.

Participates in school attendance intervention teams that employ school and community resources to support students with chronic attendance issues.

##### **Student Study Team:**

Is held once a month between school administration, special education, teachers, ELL support, school social worker, school adjustment counselor, and parents to discuss academic concerns regarding students. This meeting helps brainstorm adequate supports for students via 504/ or special education referral.

##### **Family School community engagement:**

The Connery School also has an active PTO and Parent School Council which helps parents involve themselves with the day to day procedures and collaborations our school has with the community.

##### **The Greater Boston Food Bank:**

(GBFB) has been a community partner to W.P Connery School since 2010. Initially, W.P Connery School was selected as a Back Pack Program member where every other week, students brought a bag full of healthy snacks home to their families. The Back Pack Program was so successful, that GBFB sent survey home to see if families would be interested in once a month pantry at the school. The GBFB received an overwhelming response from families, and the Pantry is now serving over 262 families, and going on its fourth consecutive year at W.P Connery School.

<https://www.youtube.com/watch?v=UeOYVnpVsL8>

##### **Lynn Community Health Center:**

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School Based Health Center (SBHC) provides primary care and behavioral health care services for the student's and their families. Our partnership with the SBHC helps address the non-academic barriers to school learning as they respond quickly to routine medical problems like ear infections, sore throats, and help manage chronic health conditions like asthma by providing this care for students and their families. SBHC also helps Connery students by helping address social/emotional barriers to learning by helping them reach their individual potential through individual therapy, and offers psychopharmacology education to parents.

#### **Cradles to Crayons:**

Cradles to Crayons has been providing our students with winter coats, hats, gloves and mittens, as well as over 600 back packs for every student for the last three years. This has been extremely rewarding to our families check out the Share the Warmth Video: Winter Gala below:

<https://youtu.be/wGwAWfx-QIE>

The Connery School offers parents several opportunities to engage with other community agencies by having a fall International Night where kids and their families celebrate their heritage and the community's diversity. In addition, Connery families can speak to the local librarian, get free flu shots, meet their local firefighters, and bring and share foods from their native countries. This is also an opportunity to highlight student art work and share music from their native countries.

Other educational experiences include General Electric math tutoring services, parenting classes held by school social worker, and connection to Extras for Creative Re-Use for teachers, students, and their families.

- Lynn Housing Authority
- School Council and PTO
- MCAS Disclosure Meetings
- Parenting Workshops by social worker
- International Night
- Traditional Breads

#### **Areas of need:**

- More formalized in documenting school involvement with parents and families.

#### **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**

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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:

Communication at Connery is happening on a daily basis. There are many vessels through which goals and priorities are shared and discussed. Shared decision-making is a priority throughout, starting with the principal, Dr. Dill. Connery's Leadership Team meets weekly to share pertinent information and offer input in making decisions. The Vertical Team, comprised of grade-level team leaders and support staff meet with the principal and program specialist every Friday morning to foster constant communication and to promote school-wide alignment. Grade-level team leaders give information coming out of these meetings and get information from their teams to bring to the meetings. Also, the program specialist sends out a weekly newsletter titled "Monday Minutes" to the Connery staff and has also generated a Connery calendar for the 2016-17 school year with important dates and happenings highlighted throughout. Both of these are stored on the school's shared drive, or S-drive. Connery's S-drive is utilized heavily in our ongoing focus on collaboration and communication.

#### Areas of need:

School leaders will focus on finding instances where communication needs to be transparent and more intentional. Systems and protocols also need to be revisited and refined. Another need is an "Electronic Connery Toolbox" that could mirror and extend what is found in the Connery staff handbook.

#### 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:

- Looking at data vs. using data to improve student learning
- Vertical and horizontal alignment in planning practice

Alignment to District Priority(s): Standards-based instruction

#### Priority 1

Vertical Alignment to develop a common understanding of math content and practice standards, including their progressions, with a focus on the skills, knowledge, and language necessary to enhance math planning and instruction.

#### Strategies/ Actions

- Vertical Alignment Team will create vertical alignment documents (standard progression

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|                             |  |
|-----------------------------|--|
|                             | <p>tools) and share them with their respective grade-level teams. These documents are available on the S-Drive.</p> <ul style="list-style-type: none"><li>• Meetings used to align content knowledge and strategies will include faculty meetings, Vertical Team meetings, Common Planning Times, and Teacher Collaboration Meetings.</li><li>• The principal and program specialist will routinely attend planning meetings to support and ensure curriculum alignment.</li></ul> |
| <b>Expected Outcome(s)</b>  | <ul style="list-style-type: none"><li>• Grade-level teams will access the vertical alignment documents on the S-Drive during planning meetings.</li><li>• Prerequisite skills included in vertical alignment documents will be added to at least two unit plans.</li><li>• In at least two unit plans, reflection surrounding vertical alignment documents will be evident.</li></ul>  |
| <b>Timeline for Actions</b> | Weekly meetings with vertical team and administrators; Monthly faculty meetings beginning September 2016; ongoing during SY 16-17.   |

|  |
|--|
| <b>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.</b> |
| <b>Identified Area of Need: Cooperative Learning Strategies</b>  |
| <b>Alignment to District Priority(s): Effective Instruction</b>  |

|                   |   |
|-------------------|---|
| <b>Priority 2</b> | To integrate a minimum of five effective cooperative learning protocols into our instructional routines that are designed to increase student engagement while making student thinking visible. |
|-------------------|---|

|                           |  |
|---------------------------|--|
| <b>Strategies/Actions</b> | <ul style="list-style-type: none"><li>• Share our Professional Learning Goal:<br/>By May 15th 2017, I will integrate a minimum of 5 effective cooperative learning protocols into my instructional routines. Connery's in-school professional learning will guide the implementation of these strategies as I work toward allowing students various ongoing opportunities to learn cooperatively while making their thinking visible.</li><li>• In-school PD provided by instructional support staff. Three meetings led by ELA CITs and three meetings led by Math Specialists.</li></ul> |
|---------------------------|--|

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- Sharing experiences and best practices related to cooperative learning at Vertical Alignment and Faculty Meetings.
- Teachers will add cooperative learning protocols into Unit Planners.
- Cooperative Learning Protocol folder located on Connery S-Drive. Included in this folder is an abundance of resources for teachers to use during planning and instruction.
- Roll out peer observations so that teachers have the opportunity to model and observe protocols used effectively.

#### Expected Outcome(s)

- Increased student engagement from fall to spring.
- Increased ownership of learning experiences by the students which leads to student-led learning vs. teacher-led learning.
- Transfer of procedural knowledge from grade to grade so that students recognize cooperative learning protocols and understand how they work.

#### Timeline for Actions

- Rollout began in October 2016
- 3 ELA PLTs
- 3 Math PLTs
- Monthly Staff and Vertical meetings for share-outs
- Weekly (1 x 40 min) planning with instructional supports
- Biweekly long-block planning (PLT)

## 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

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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: