

William Fallon Elementary School

School Improvement Plan

2016-2017

School Improvement Team

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School Council Members

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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.

Mission and Vision Statement: The Fallon Elementary is a Separate Public Day School for students in grades pre-k through six. We strive to create a positive learning culture that fosters responsible and respectful life-long learners in a safe and supportive environment. Utilizing the Massachusetts Curriculum Frameworks aligned to the Common Core and a strength-based behavior management system, the school offers a variety of academic and therapeutic supports that provide opportunity for students to succeed as individuals. The ultimate goal is to provide the students with the necessary skills to reintegrate back into the regular education school setting. The goals of our school are in accord with the district-wide goals and summarize the school's perception of its mission.

A school that values:

- Life-long Staff and Student Learning
- Safe School Climate
- Diversity
- Character Education
- Parent Involvement and Support

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 Fallon School is a strength based learning community where staff, parents and students work collaboratively to successfully meet the needs of the students. To succeed in the 21st century, our students will need to be able to communicate effectively, problem solve, and have strong interpersonal skills. Following the Common Core standards and LPS curriculum guidelines, the students will be offered rigorous and engaging programs in Reading, Writing, Math, Science and Social Studies. Technology is integrated into instruction including computers, Smart Boards, and I-Pads. Additionally, students are exposed to a variety of Art, Music and Physical Education programs. We strive to educate the whole child, including emphasis on civic responsibility, character education, self-esteem and respect for diversity.

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	3	0	1	1,092
Grade 1	4	4	6	1,356
Grade 2	6	3	11	1,422
Grade 3	11	9	6	1,334
Grade 4	11	8	10	1,267
Grade 5	7	9	8	1,053
Grade 6	6	7	10	1,074
Total	48	40	52	8,598

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	100	86.7	73.0	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	4%	4%	16%	7%	6%
26-56	74%	68%	52%	72%	76%
Over 56	22%	28%	32%	21%	18%
Median Yrs Experience	-	14			
% ≥ 10 Yrs Experience	-	78%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	88.2	87.1	89.7	93.9	94.9
Absent 10 or more days (%)	61.0	71.7	66.7	38.1	30.5
Chronically Absent (% with < 90%)	44.1	54.7	39.7	19.6	12.3
Student Retention Rate	2.3	2.2	0.0	3.2	1.5
Out-of-School Suspension Rate	57.6	57.1	34.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	22.9	20.0	17.3	10.1	8.8
Asian	2.1	0.0	1.9	9.1	6.5
Hispanic	37.5	42.5	50.0	58.2	18.6
White	27.1	32.5	26.9	18.3	62.7
Multi-Race	10.4	5.0	3.8	3.9	3.2
Male	77	80	83	52	51
Female	23	20	17	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	20.8	25.0	23.1	54.0	19.0
English Language Learner	6.2	2.5	1.9	19.5	9.0
Special Education	100	100	100	15.4	17.2
Economically Disadvantaged	-	62.5	65.4	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.

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.

William Fallon Elementary School has implemented a number of programs as well as interventions to meet the needs of all learners. Teachers are regularly differentiating instruction for all students including English Language Learners and Students with Disabilities.

Curriculum and instruction focuses have included:

- Reading Comprehension strategies are explicitly taught in all content areas. Grades 3-5 receive supplemental professional development offered through LPS, in which all ELA teachers at Fallon are participating. The Reach for Reading program for grades K-2 had been purchased and implemented, district wide, during the 2015-2016 school year. The Reach for Reading program for grades 3-5 has been purchased and implemented for the 2016-2017 school year.
- Teachers observed lessons taught by educators that participated in the piloting of the Reach for Reading program. Common academic language is modeled at all grade levels. This provides students the opportunity to practice and apply the academic language as they progress through the grades.
- All grades practice close reading strategies that are embedded within the reading programs.

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- The sixth grade reading program, Collections, focuses on the strategy of close reading which leads to achieving a deeper understanding of the text (language, craft and theme, literary techniques and tone).
- An increase of small group instruction is provided to address the needs of students at their instructional levels.
- Grades K-2 are implementing a new Science curriculum through National Geographic which aligns with various units within the Reach for Reading program and the 2016 Massachusetts Science and Technology/Engineering Curriculum Frameworks.

Assessment Practices:

- Universal Design for Learning (UDL) - engagement and representation strategies, Total Participation Techniques (TPT), and differentiation are part of the daily routines in all classrooms.
- During weekly staff meetings teachers participated in the Reach for Reading Best Practices book share and implemented the practices and routines in daily instruction. Teachers collaborated to score students writing samples using the Six Traits of Writing rubrics for the specific text types.
- Informal assessments, such as tickets to leave, quick writes, and 3, 2, 1 are used daily to drive instruction. Each student is provided with academic check in cards to signal the teacher if they are at the independent, guided, or in need of support levels.
- William Fallon Elementary School uses a variety of formative, formal, informal and authentic assessments (Woodcock-Johnson, DIBELS Next benchmark and progress monitoring, Daze benchmark and progress monitoring, Wilson, Corrective Reading, Reading Mastery, Foundations, LPS Math, ELA, and Science end of unit and benchmark assessments) to measure students' progress, strengths and weaknesses. Our students' continue to make adequate yearly progress based upon the analysis from this data.

Tiered Instruction:

- Various new curriculum tools have been purchased (Go Math, Anchor Comprehension, Reach for Reading (Grades K-5), Close Reading, Science A-Z, Strategies for Writers, Collections (Grade 6), National Geographic Science and Social Studies magazines, Zaner-Bloser Online resource) and are being implemented.
- The William Fallon Elementary School has a tier three Data Team that analyzes daily points, setting events, antecedents, behavior, consequence and function of behavior. An Individual Behavior Plan (BIP) is then developed and implemented with fidelity, using differential reinforcement for Tier 2 and 3 behaviors. BIP's are reviewed periodically to assess efficacy. The May Center together with the clinicians analyzes SWIS data for location, time, frequency and intensity of behaviors.

In an effort to support the whole child, the William Fallon Elementary School has focused on engaging parents and supporting the students social/emotional needs through the following:

- Open Door Policy - Fallon Staff will be available to any family member in need.
- Coffee Hour: Clinical staff at the school or within the community will lead groups in areas of concern, such as ADHD, Bi-Polar Disorder, medication, anger management, behavior management, homework, reading, gang awareness, and accessing community services. In addition, they are implementing a workshop series developed by LPS SSW/CD's entitled Families Supporting Student Success. This is a five session activity based workshop series:
 1. Workshop One: Families and Schools: The Dream Team Partnership
 2. Workshop Two: Sharing Routines to Help our Children Achieve Their Dreams
 3. Workshop Three: Sharing Routines, Part Two
 4. Workshop Four: The Joy of Learning
 5. Workshop Five: Goals and Next Steps: How Do I Use It Before I Lose it?

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This weekly coffee hour, which has been quite effective and successful, gives the caretakers an opportunity to meet with others and share their concerns and strategies.

- The school has established a parent section in the library for families. Books, magazines were purchased addressing many of the concerns special education children face at home, in the community, and at school. There is also a space with computer access for parents to use.
- Annual and three year IEP meetings are held.
- The school has an Open House in September and two scheduled Parent/Guardian Teacher Conferences to address the academic and social progress of students. For those parents who are unable to attend on the scheduled nights, teachers will meet them at their convenience.
- Communication is imperative for this population of students. Daily Classroom Reports are sent home to inform families of their child's performance. Parents/Guardians know their children best; therefore it's vital for staff and families to collaborate on a regular basis to ensure success.
- Net Connect is used to keep parents abreast of upcoming events and important information.
- The William Fallon Elementary School provides numerous ways to be involved. Families are invited to volunteer in the classroom, attend fieldtrips and the education fairs, (math, multicultural, science), book week, art show and ice cream social. Previously, the staff at the school has hosted Ladies' Spa Night (yoga, manicures, meditation, salsa dancing, and smoothies) for all those hard working women in our students' lives.
- Parents/Guardians facilitate and participate in various fundraisers, (McDonalds, raffles, Tides Restaurant, car wash).
- All students participate in community service projects such as collecting plastic bags, box tops, flip tabs, Labels for Education, canned good drive, recycling, Walk for My Brother's Table.
- Students "pay it forward" on Tuesdays. Morning message includes gratefulness, appreciation acknowledgements, and First in Math sticker recognition.
- Playworks is a recess model implemented to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Teachers, paraprofessionals, clinical staff, and childcare workers were trained in Playworks games. Students are taught Playworks games and procedures at the beginning of the year and during physical education class. Some of these strategies (lining up, rock/paper/scissors, word of the week and high five), have been carried over into the classroom. The school's Playworks goal is that all students are participating in games or individual activities.

Create strategies to attract highly qualified teachers

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

Teacher Evaluation

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

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

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

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

The CCSS are the driving force behind all curriculum decisions. Standard Based Instruction and UbD units and lesson plans are developed using LPS curriculum guides and maps using a Response to Intervention (RTI) model. UDL engagement/representation/perception strategies, Six Traits of Writing, Best practices and Routines for vocabulary, activators and summarizers are embedded in daily lessons with modifications and differentiation based on readiness and learning style.

Teachers participate in focus groups based upon the identified needs of the school. Previous focus groups have included (vocabulary development, standard based lesson planning, writing traits, Universal Design for Learning, and Close Reading). During staff meetings, teachers collaborate as teams to provide results of their research based on their focus groups. Each group presents 3-4x/year for professional development purposes. The focus groups for school year 2016-2017 are UDL (representation and perception), ELA (Close Reading), and ELA (Six Traits of Writing). Each teacher is a member of one focus group.

In addition to focus groups, professional development is provided on Six Traits Rubrics, Best Practices and Routines, TPT strategies, work stations, learning centers, I-Pads, Smartboards, therapeutic interventions (yoga, deep breathing, mindfulness, cognitive behavior therapy) and mental health disorders (RAD, ADHD, Trauma, PTSD).

The Fallon School has an active School Advisory Council comprised of six teachers, eight parents/guardians, principal and clinical personnel from the community.

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).

Since 2013, the CPI for ELA has increased from 76.0 to 84.8 and the CPI for Math from 66.7 to 82.6. All students that participated in the 2015 MCAS (paper and pencil test) scored in the NEEDS IMPROVEMENT OR ABOVE CATEGORY. **All students in grades 4, 5, and 6 who participated in the 2016 PARCC (paper and pencil) ELA assessments scored at the performance level 4 (met expectations). Most students in grades 4, 5, and 6 who participated in the 2016 PARCC (paper and pencil) Math assessments scored at the performance level 4 (met expectations). Each student in grades 4 and 5 also scored above the district average in both ELA and Math. All grade 5 students who participated in the 2016 MCAS Science and Technology/Engineering assessment scored proficient or advanced.**

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, 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.

According to DESE, based upon state testing scores, William Fallon Elementary School is a Level One School.

Accountability and Assistance Level: Level 1									
School Percentile: -									
Cumulative PPI (all students) 100									
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating	
<u>ELA</u>									
CPI	76.0	77.4	80.6	3.2	On Target	84.8	4.2	Above Target	
SGP	-	-	-			-			
% Advanced	3.8	3.2	9.7	6.5	Met Target	9.1	-0.6	Not meeting target	
% Warning	11.5	3.2	3.2	0.0	Met Target	0.0	-3.2	Met Target	
<u>Math</u>									
CPI	66.7	80.0	82.3	2.3	Above Target	82.6	0.3	Above Target	
SGP	-	-	-			-			
% Advanced	8.3	13.3	12.9	-0.4	Not meeting target	9.1	-3.8	Not meeting target	
% Warning	29.2	0.0	6.5	6.5	Not meeting target	6.1	-0.4	Not meeting target	
<u>Science</u>									
CPI	-	-	-			-	-		
% Advanced	-	-	-			-	-		
% Warning	-	-	-			-	-		
			2015 SGPA	2015 Target		2016 SGPA	2016 Target		
ELL Proficiency Growth			-			-			

Historical Accountability Data

2014	Level: Insufficient Data	School Percentile: NA	Annual PPI = 125	Cumulative PPI = NA
2015	Level: Insufficient Data	School Percentile: NA	Annual PPI = 100	Cumulative PPI = NA
2016	Level 1	School Percentile: NA	Annual PPI = 112.5	Cumulative PPI = 100

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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 2013	26	4	15	19	62	76.0	-
School 2014	31	3	23	23	52	77.4	-
School 2015	31	10	26	13	52	80.6	-
School 2016	33	9	21	3	67	84.8	-
District 2016	7,581	7	47	31	15	81.0	54

MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	33	9	21	3	67	84.8	-
Students with Disabilities	33	9	21	3	67	84.8	-
Economically Disadvantaged	24	0	17	4	79	82.3	-
Male	27	11	22	4	63	84.3	-
Female	6	0	17	0	83	87.5	-

MATHEMATICS

Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	24	8	13	13	67	66.7	-
School 2014	30	13	13	17	57	80.0	-
School 2015	32	12	28	3	56	81.3	-
School 2016	33	9	21	3	67	82.6	-
District 2016	7,546	15	34	30	21	74.6	50

MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	33	9	21	3	67	82.6	-
Students with Disabilities	33	9	21	3	67	82.6	-
Economically Disadvantaged	24	4	17	0	79	79.2	-
Male	27	11	26	0	63	84.3	-
Female	6	0	0	17	83	75.0	-

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district’s curricula/mapping. The school’s taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
<p>Strengths:</p> <ul style="list-style-type: none"> • Using the CCSS and LPS District Curriculum Guides and Mapping; the teachers are proficient in designing SBI units and daily lesson plans (using UbD) with measurable and attainable outcomes. • LPS provides teachers curriculum maps/pacing guides aligned to the CCSS for ELA/Literacy, Science and Mathematics. • Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades • The use of technology (IPADS, computers, Smartboards) and a variety of instructional material (Go Math, Science A-Z, Anchor Benchmark Comprehension, Reach for Reading, On –Core, Six Traits of Writing, and Collections) aligned to curriculum maps. • The use of UDL and TPT strategies are embedded within lesson plans and units to support students’ ability to access the curriculum. • Weekly staff meeting with teacher led focus groups, discussion and collaboration on improving student outcomes. • Clinical Team incorporating the latest brain based research on CBT and trauma sensitive strategies into the classroom to increase time on learning and decrease mental health symptoms • Professional development for Collections and Reach for Reading (K-2) program
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Peer observation and learning walks • Incorporating Six Traits of Writing with fidelity in all grade levels across the core subjects. • Incorporating PARCC type questions into daily lessons and assessments. • Vertical alignment across the curriculum. • Teacher understanding of clinical interventions to decrease mental health symptoms and elevate mood • Professional development for Science (K-2) and Reach for Reading (3-5) program
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"> • Systems for monitoring instructional practice: walk through with immediate feedback in Teachpoint • Instructional practices of high quality: small group instruction explicit teaching of reading comprehension, formative assessment, reciprocal teaching, anchor charts, Six Traits of Writing, and academic talk. • MCAS Alternate Portfolios are completed and submitted for those students who are unable to access the pencil and paper grade level test. • Supporting students in meeting academic and behavioral expectations for grade and developmental levels. • Use of UDL and TPT strategies to increase student engagement and access to the curriculum. • Professional development understanding and implementation of the various components of the new curriculum (Collections (Grade 6), Reach for Reading (K-2))
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Professional development understanding and implementation of the various components of the new curriculum (Reach for Reading (3-5), and Science (K-2)) • Professional development understanding and implementation of the various components of the Go Math instruction (new math teacher). • Continued professional development: UDL, TPT, Six Traits of Writing, Close Reading • Understanding of CBT interventions in the classroom setting

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- Small group instruction in math
- Tiered instruction and scaffolding to accommodate differences in learning styles, readiness.
- Implementation of Close Reading Strategies

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:

- New student profiles overview by clinical staff at the beginning of each school year.
- IEP review by teachers (Sept.), to identify goals, objectives, accommodations, specialized instruction, services (OT, PT, Speech)
- Formative assessments used regularly to drive instruction using the RTI model with tiers
- Summative assessments use to identify strengths and weaknesses and set short and long term goals.
- Weekly staff meeting to analyze both academic and clinical data
- Common Planning Time to review student work samples
- Weekly Tier III data team to analyze function of student behavior and development of BIP's.
- Using data to develop Educator Professional and Student Learning goals (SMART)
- Fluency progress monitoring
- Extended learning time for areas of need

Areas of need:

- Criteria for success
- MPI's
- Test Wiz data analysis
- Six Writing Traits Program and Rubrics
- Vertical alignment of assessments
- UDL guidelines

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:

- PD is embedded as an integral part of weekly staff meetings
- Educator focus groups: Six Traits of Writing, UDL, Close Reading
- Clinical focus groups: CBT, mindfulness, trauma sensitive classrooms, Welcoming School Curriculum
- LPS provided professional development- Reach, Collections, Science, Six Traits of Writing, Standards of Mathematical Practice
- Monitor fidelity to previous professional development initiatives

Areas of need:

- PD/Training in the use of learning walks and peer observations

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- Shared lesson plans revised to meet classroom/student needs
- Continued PD on components of Reach for Reading (3-5), Six Traits of Writing, UDL, Close Reading, Science (k-2)
- Continued PD on the Welcoming School Curriculum
- Training new staff in previous school-wide 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:

- Weekly staff meetings for 1 hour 15 minutes with focus on improving students' outcomes, planning for upcoming educational events, UDL, TPT, Writing Traits, Close Reading and SBI lesson planning.
- Weekly consultation with clinical staff
- Tier III meetings
- Paraprofessional meetings
- Weekly PLC meetings
- Common Planning Time
- School Support Meetings (New Teachers and Mentors).

Areas of need:

- Time management to prioritize and implement new initiatives and focus groups

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:

- Flexible small group instruction
- Extended Learning time
- UbD
- Resource Room differentiated instruction and materials
- MCAS Alternative Portfolio Assessments
- Progress monitoring fluency and comprehension
- Support staff (clinicians, behavior support staff, Raw Arts, Music therapy, Art therapy, Physical Education)
- Mainstreaming students to least restrictive setting
- Common Planning Time to identify areas in need of differentiation
- Fallon School Universal Behavior Management System, positive based supports, de-escalation techniques, Safety Care training,
- Tier III data team: Implement differential reinforcement for tier II and III students in collaboration with the May Institute
- All interventions are research based, taught by qualified professionals to supplement, support and provide access to core curriculum for high need subgroups requiring additional supports.
- Extracurricular activities (computers, basketball team, science, arts/crafts, cooking, knitting, Holistic health)
- Yearlong school theme "Choose to Include"
- Respect Diversity through the lens of race, culture, abilities and all families matter.
- Morning routines include Fallon pledge and relaxation breathing techniques, gratefulness
- Supplementary Resources: Imagine Learning, Read 180, I-Pads, Wilson, Foundation, Corrective Reading, Reading Mastery, Primary Phonics, Explode the Code, Merrill Linguistics, Read It, Draw It, Solve It, Florida Center Reading Activities

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Areas of need:

- Support teachers with tier III students
- Fidelity to behavior intervention plans and data collection
- Increase staff knowledge of Welcoming School Curriculum
- Increase staff knowledge of Cognitive Behavioral Therapy strategies
- Increase staff and student knowledge of how the brain works during stress and coping skills

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:

- Professional Clinical Staff
- Structured, predictable environments that support learning and emotional regulation
- Positive Based Supports, Universal Behavior Management System, Expectations
- Morning Message- gratefulness, I appreciate, therapeutic music, pledge
- Tier III data team, FBA's, BIP's
- Year Long Theme: Choose to Include - Respect Diversity: Race and Culture, All Abilities and All Families
- Coffee Time
- IEP meetings
- Care team meetings with community collaterals
- Cradles to crayons backpacks and coats
- Tier II break system- Walking, sports, coloring, computer breaks based on function of the behavior
- Social Check In, Academic Check In throughout the day
- Academic center
- Settling area within classrooms
- Safe and supportive learning environment where students are willing to take academic risks.
- Clinical staff availability within the school
- Playworks- cooperative games recess program
- Outside agencies for intensive crisis assistance (Union Hospital , Eliot Health Services)
- Forsythe Dental, Mobile Eye Exam Unit, Hearing Exams, South Bay, LCHC, Community Service Agency (CSA)
- Full time Nurse
- Social Skills groups
- Counseling Groups

Areas of need:

- Increase students' ability to participate and internalize Cognitive Behavior Therapy.

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

Strengths:

- Open Door Policy- Families will be provided with access to staff as needed in a timely and professional manner
- Scheduled school events (pancake breakfast, holiday fair, book week, math week, science fair, multicultural fair, words/windows art show)
- Open house, Parent/Guardian Teacher Conferences(in school, home or phone based)
- IEP Meetings
- Coffee Time with Clinical Staff
- School Nurse –Acts as a liaison to medical and community services
- School Advisory Council
- Community Service- plastic bags for food pantry, flip tabs for Shriners Hospital, canned goods- local panty, Walk for My Brothers' Table,
- Daily Classroom Reports (translated as needed)
- Holiday dinner donations provided to families in need
- Fundraisers- McDonald's, Tides, raffles, Box Tops, car wash
- Unity Day
- Celebrating diversity with Raw Arts
- Ladies Spa Night

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- Salem State Social Worker Interns
- Community Collaterals- LCHC, South Bay, Union Hospital, Eliot, CSA

Areas of need:

- Local business involvement
- Increase collaboration with Eliot Community Service, Union Hospital
- Access to LCHC Behavioral Health Clinic

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:

- Ensure that the school wide focus remains on established academic goals and school focus areas
- Daily communication log- read by all staff before school
- Communication is fluid- Weekly staff meeting, access to principal and clinical staff as needed
- IEP meetings, reconvene meetings, check in meetings, case management meetings
- Morning Announcements
- Teacher led Focus Groups- UDL, Close Reading , Six Writing Traits
- Teacher Education Plan and Evaluation
- Tier III – Analysis of daily points, SWIS data , Competing Pathways and Behavior Support Plan
- School Council
- Open door policy principal's office
- Data Analysis- PARCC, MCAS, EOU, MCAS Portfolios,
- Highly structured therapeutic setting
- New teacher mentoring

Areas of need:

- Designated Common Planning Time with teacher coverage
- Computer technology support to maintain the electronic data collection system/program
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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: Reading Comprehension, Writing, Vocabulary and Math Problem Solving Skills
Alignment to District Priority(s): Standards-Based Instruction, Data informed Decision Making

Priority 1

Common School-Wide Instructional Practices in all content areas across all grade levels

**Strategies/
Actions**

- **Direct instruction to teach each of the six district reading comprehension strategies**
 - Common language both orally and written by staff and students
 - Observations of colleagues within the school teaching comprehension strategies
 - Use of close reading strategies to dig deeper into variety of text genre
 - Visual aids, Anchor Charts
 - Websites for supplemental practice including Reach for Reading for grades K-5, Collections grade 6
 - Focus group – Close Reading, Six Traits of Writing, UDL (engagement and perception)
 - RTI – tiered instruction
- **Direct instruction in using and applying tier two and tier three vocabulary**
 - Vocabulary word walls
 - 7 step vocabulary model
 - Activators/summarizers
 - UDL (to accommodate learning styles) and TPT strategies
 - Use of a variety of Best Practices for vocabulary development
 - Weekly staff meetings – PD: focus groups (Six Traits of Writing, Close Reading, UDL – Multiple Means of Engagement, Multiple Means of Representation (perception)
 - Use of DESE approved graphic organizers for a variety of text types for ELA for Grades 3 & 4 (short response), Grades 3 – 5 (essay and story), Grades 6 – 8 (essay and story)
 - Use of DESE approved reference sheet for Grade 5 Science, Technology/Engineering
 - Use of DESE approved reference sheet for Grades 3 – 6 Math
 - Blooms Taxonomy
 - RTI – tiered instruction
- **Direct instruction in writing for variety of purposes, including open response, short answer and different genres**
 - Use of Six Traits of Writing rubrics for all text types and State testing rubrics
 - Universal language for Six Traits of Writing
 - Writing process (prewrite, draft, revise, edit, publish)
 - Conferencing on the identified trait within the write
 - On-line Zaner Bloser resources
 - Use of DESE approved graphic organizers for a variety of text types for ELA for Grades 3 & 4 (short response), Grades 3 – 5 (essay and story), Grades 6 – 8 (essay and story)
 - Use of DESE approved reference sheet for Grade 5 Science, Technology/Engineering
 - Use of DESE approved reference sheet for Grades 3 – 6 Math
 - Teachers will formally assess their students to drive day to day instruction
 - Formative assessments throughout the lesson
 - Formative assessments will be developed and refined during CPT
- Using CCSS and Massachusetts Frameworks, teachers will systematically model, practice, and coach

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students in solving word problems across all strands.

- Extended day learning time
- Use of DESE approved Math reference sheets for Grades 3 – 6
- RTI – tiered instruction

Expected Outcome(s)

- Evidence of Reading Comprehension:
 - Implementation of identified comprehension strategies embedded into daily lessons
 - Students using close reading strategies
 - Reach/Collections EOU, benchmark and weekly formative assessments
- Vocabulary
 - Identified vocabulary strategies embedded in daily lessons
 - Word walls with tier two and three words
 - Students writing and speaking using higher level vocabulary
 - Reach/Collections EOU, benchmark and weekly formative assessments
 - Use of higher level vocabulary in speaking and writing
- Writing
 - Student writing samples with revisions using the identified rubric matched to the text type- writing process
 - Writing for a variety of purposes using a variety of text types
 - Writing embedded into all content areas
 - Reach for Reading: power writes, EOU writing projects and writing expectations for a variety of purposes
 - Published writing pieces
 - Collections Performance Tasks
 - Spring cold writing samples demonstrating a score of 4+ on identified traits rubric
- Evidence of solving multiple step word problems
 - Develop strategies to solve multiple step word problems (understanding of the questions, vocabulary, order of operations and selecting the appropriate strategy)
 - Improve their math fluency in the ability to solve real world math problems by identifying the appropriate strategy

Timeline for Actions

- Reading comprehension
 - 1x/month shared lessons and student work samples review during CPT
 - 1x/month focus group presentation (close reading)
 - Analysis of end of unit assessments
- Vocabulary
 - 1x/month shared lesson and student work samples during CPT
 - 1x/month focus group presentation (vocabulary)
 - Analysis of writing sample with tier two and three vocabulary embedded
- Writing
 - 1x/month focus group presentation (writing traits)
 - 1x/month student work samples scored against the corresponding rubric, revised and scored for final grade
 - 1x/month shared lesson and student work samples review during CPT
- Multiple Step Word Problems
 - EOU assessments in Go Math / LPS Created
 - First In Math
 - JUMP (Journal for Understanding Mathematical Practices)
 - 1x/month shared lessons during CPT
 - 1x/month analyzing work samples and determining areas of need to solve problems
 - 1x/week share with math colleagues for review of process and outcome of students work

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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: Pro-social skills, Coping skills, Cognitive Behavioral Strategies

Alignment to District Priority(s): Address the Social, Emotional, Health, and Behavioral Needs of Students and Cultivate Community Collaboration and Family Engagement.

Priority 2

Improve student’s ability to regulate emotions and demonstrate pro-social behaviors to increase ability to access the curriculum.

Strategies/Actions

- Prosocial and coping strategies/Trauma Sensitive Classrooms
 - Social skills groups
 - Playworks
 - Behavior modification techniques used school wide
 - Social check in
 - PBIS
 - Sensory boxes used during direct instruction
- UDL and TPT implementation
 - Implemented strategies from previous CAST trainings
 - Participation in book talk and implementation of strategies from *Total Participation Techniques: Making Every Student an Active Learner*
 - PLC meetings
 - Developed professional practice goal
 - Embedded in lessons
 - Focus group - Trauma Sensitive Classrooms
 - TPT kits

Expected Outcome(s)

- Prosocial and coping strategies/Trauma Sensitive Classrooms
 - Students actively engaged in classrooms
 - Decreased off task behaviors and student disruptions
 - Increased participation of students
 - Increased respectful and pro-social behaviors
 - Increased awareness of diversity (race, culture, families and abilities).
- UDL and TPT implementation
 - Students actively engaged in classrooms
 - Decreased off task behaviors and student disruptions
 - Increased participation of students
 - Proficiency with UDL and TPT techniques
 - Use of variety of strategies

Timeline for Actions

- Prosocial and coping strategies/Trauma Sensitive Classrooms
 - Weekly Social Skills Groups
 - Daily mindfulness
 - Daily use of trauma sensitive classroom strategies
- UDL and TPT implementation
 - Daily use of UDL and TPT strategies

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Appendix A

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

October Accountability Data Update and Reflections:

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

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