

Ingalls Elementary School

School Improvement Plan

2016-2017

School Improvement Team

Irene P. Cowdell, Principal
Anthony Frye, Program Specialist
Ashley Burke, Grade 4 Teacher
Stephanie Clayman, CIT
Tara Friedman, Grade 5 Teacher
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Heather Trainor, Kindergarten Teacher
Kristen Marshall, Grade 3 Teacher

School Council Members

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

Ingalls Elementary
2016-2017 School Improvement Plan

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

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

Ingalls Elementary School serves students from Kindergarten to 5th grade. Ingalls is located in an urban neighborhood of Lynn, Massachusetts that is comprised of households of low socioeconomic status. According to the Department of Elementary and Secondary Education's Website, there are 14,871 students enrolled in Lynn Public Schools and Ingalls services 694 of those students. 59.1% of the students at Ingalls fall within the Economically Disadvantaged category. In addition, 54.1 % of the students in Lynn Public Schools have a first language that is not English while 18.5 % of the population is Limited English Proficient. In comparison, 58.1% of the students at Ingalls Elementary School have a first language that is not English and 30.1 % are Limited English Proficient.

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

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	128	107	99	1,092
Grade 1	101	128	115	1,356
Grade 2	144	111	132	1,422
Grade 3	125	156	104	1,334
Grade 4	134	116	144	1,267
Grade 5	97	120	94	1,053
Total	729	738	688	7,524

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	68.6	75.0	69.4	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	7%	9%	6%	7%	6%
26-56	78%	74%	76%	72%	76%
Over 56	15%	17%	18%	21%	18%
Median Yrs Experience	-	4			
% ≥ 10 Yrs Experience	-	39%			

Performance Indicators

	2013	2014	2015	District 2015	State 2015

Ingalls Elementary
2016-2017 School Improvement Plan

Student Attendance Rate	95.0	95.1	95.1	93.9	94.9
Absent 10 or more days (%)	30.9	30.5	33.0	38.1	30.5
Chronically Absent (% with < 90%)	14.8	14.8	15.9	19.6	12.3
Student Retention Rate	3.6	1.3	0.8	3.2	1.5
Out-of-School Suspension Rate	2.7	4.4	1.9	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	10.0	8.9	9.0	10.1	8.8
Asian	10.2	9.9	11.2	9.1	6.5
Hispanic	66.7	68.4	66.1	58.2	18.6
White	9.4	8.7	8.9	18.3	62.7
Multi-Race	3.3	3.7	4.7	3.9	3.2
Male	52	51	48	52	51
Female	48	49	52	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	61.4	58.1	55.5	54.0	19.0
English Language Learner	34.4	30.1	27.0	19.5	9.0
Special Education	11.2	10.3	10.0	15.4	17.2
Economically Disadvantaged	-	59.1	61.9	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.

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

Teacher pairings are present in Grade three for ELA and Math. In grades four and five, traditional classrooms are the norm. ESL students are placed in appropriate grade level classrooms and offered ESL instruction by certified ESL teachers.

Learning Targets (Standards) and Criteria for Success (Objectives) for all subjects and all daily lessons is a clear expectation for teachers and learners. Teachers utilize best practices in whole and small group instruction. Students are provided with multiple opportunities to engage in accountable talk. Opportunities to practice

Ingalls Elementary

2016-2017 School Improvement Plan

academic vocabulary are offered throughout the day. Formative and summative assessments guide data driven dialogue and are used to support and guide instructional decisions.

Since SY 12-13, Six Traits Writing has been well established and used in all grade levels. Using mentor text from our Six Traits Lending Library, rich literature is used to launch/support the six traits of writing as found in the types of writing required by the Common Core / Massachusetts Learning Standards in Grades K-5. In addition, Zaner-Bloser online component will be used to support Six Traits Writing. In grades K-2, the end-of-unit REACH writing projects are non-negotiable.

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

Ingalls Elementary is using the new research-based resource *Reach for Reading/REACH* in Grades K-5 within the two hour literacy block. Teachers are utilizing this resource in whole and small group phonics and reading lessons while incorporating the expected Learning Targets (Standards) and Success Criteria (Objectives). Within the literacy two hour block, teachers deliver targeted lessons. Reading Interventionists and ESL Specialists deliver tiered instruction in small groups using Reach into Phonics Foundations resource and the REACH (ESL).

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

Tiered Instruction / Supports and Interventions

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

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

Assessment Practices:

The school uses DIBELS NEXT/ DAZE measures of early literacy as benchmark assessments three times per year, with progress monitoring for specific students throughout the year. In addition, teachers assess student skills and

Ingalls Elementary

2016-2017 School Improvement Plan

knowledge by analyzing student work, and analyzing student responses on the End-of-Unit Math assessments, District Cumulative ELA, Math, and Science Assessments, and teacher created tests. In grades K-2, REACH end-of-unit assessments are non-negotiable. Writing rubrics have been created and implemented across grade levels. State assessment results (MCAS, PARCC, ACCESS/WIDA) are reviewed and analyzed to inform curricular and instructional decisions at each grade level.

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

School Based Professional Development Time

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

- PLTs (Professional Learning Time)
- District Level PD (2 days)
- Teacher Preparatory Periods (3/40 minutes)
- After-School Grade Level Meetings
- School Support Teams
- School Improvement Planning meetings

School Culture

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

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

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

- School-based Health Center (LCHC)

Ingalls Elementary
2016-2017 School Improvement Plan

- Cradles to Crayons
- The Food Project/Food Corps/ Farmer’s Markets
- Healthy Brain Break (DESE Fruit & Veggie Program)

Create strategies to attract highly qualified teachers

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

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.

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

Ingalls Elementary

2016-2017 School Improvement Plan

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

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

According to the VISTA survey results Spring 2016

- 16% of teachers believe students have the opportunity to express their understanding beyond traditional means
- 51% of teachers believe to a large extent that they analyze data to improve student learning

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

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

- In ELA SGP increased from 2013-2015, but declined from 2015-2016 by 8 points
- In Math SGP has declined every year since 2013, with a 5.5 decline from 2015-2016
- In ELA and Science we met the target for the percent of advanced students
- In Math the CPI increased by 1.1 from 2015-2016
- In Science the CPI has remained at or above 72.5 since 2013

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

Ingalls Elementary

2016-2017 School Improvement Plan

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.

Accountability and Assistance Level: Level 3								
School Percentile: 11								
Cumulative PPI (all students) 49								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	76.7	73.4	69.7	-3.7	Declined	67.1	2.6	Declined
SGP	44	46	47	1.0	Below Target	39	-8.0	Below Target
% Advanced	1.5	2.5	1.9	-0.6	Not meeting target	2.5	0.6	Met Target
% Warning	8.1	12.1	14.4	2.3	Not meeting target	20.5	6.1	Not meeting target
<u>Math</u>								
CPI	78.0	73.4	70.5	-2.9	Declined	71.6	1.1	Improved Below Target
SGP	64	49	42.5	-6.5	Below Target	37	-5.5	Below Target
% Advanced	9.2	12.1	7.2	-4.9	Not meeting target	6.1	-1.1	Not meeting target
% Warning	8.4	15.5	17.3	1.8	Not meeting target	15.7	1.6	Not meeting target
<u>Science</u>								
CPI	74.7	73.6	72.5	-1.1	No Change	73.9	1.4	Improved Below Target
% Advanced	2.6	10.1	5.5	-4.6	Not meeting target	6.9	1.4	Met Target
% Warning	3.9	14.6	17.4	2.8	Not meeting target	9.2	-8.2	Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			60.5	60	Met Target	50.5	60	Not meeting target

Historical Accountability Data

2012	Level 2	School Percentile:	40 th %ile	Annual PPI = 90	Cumulative PPI = 73
2013	Level 2	School Percentile:	26 th %ile	Annual PPI = 75	Cumulative PPI = 76
2014	Level 2	School Percentile:	21 st %ile	Annual PPI = 55	Cumulative PPI = 71
2015	Level 3	School Percentile:	13 th %ile	Annual PPI = 40	Cumulative PPI = 57
2016	Level 3	School Percentile:	11 th %ile	Annual PPI = 45	Cumulative PPI = 49

Early Literacy Results

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

Ingalls Elementary
2016-2017 School Improvement Plan

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	22 (24%)	34 (37%)	High	40 (44%)	348 (35%)
Average	32 (35%)	40 (44%)	Moderate	25 (27%)	173 (18%)
Low Average	12 (13%)	5 (5%)	Typical	18 (20%)	218 (22%)
Below Average	11 (12%)	3 (3%)	Low/Declined	8 (9%)	246 (25%)
Well Below Average	14 (15%)	9 (10%)			
CPI	79.1	89.6	Total	91	985

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	18 (18%)	15 (15%)	High	12 (12%)	217 (17%)
Average	24 (23%)	26 (25%)	Moderate	17 (17%)	316 (25%)
Low Average	12 (12%)	18 (17%)	Typical	39 (38%)	393 (31%)
Below Average	18 (17%)	19 (18%)	Low/Declined	35 (34%)	325 (26%)
Well Below Average	31 (30%)	25 (24%)			
CPI	65.8	68.2	Total	103	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	13 (11%)	16 (13%)	High	20 (17%)	269 (19%)
Average	33 (28%)	37 (31%)	Moderate	28 (24%)	375 (27%)
Low Average	16 (13%)	12 (10%)	Typical	42 (35%)	426 (30%)
Below Average	26 (22%)	16 (13%)	Low/Declined	29 (24%)	331 (24%)
Well Below Average	31 (26%)	38 (32%)			
CPI	66.2	66.8	Total	119	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	10 (11%)	17 (18%)	High	10 (11%)	179 (15%)
Average	28 (30%)	21 (23%)	Moderate	22 (24%)	283 (23%)
Low Average	17 (18%)	10 (11%)	Typical	24 (26%)	389 (32%)
Below Average	15 (16%)	22 (24%)	Low/Declined	36 (39%)	363 (30%)
Well Below Average	22 (24%)	22 (24%)			
CPI	69.3	67.4	Total	92	1,214

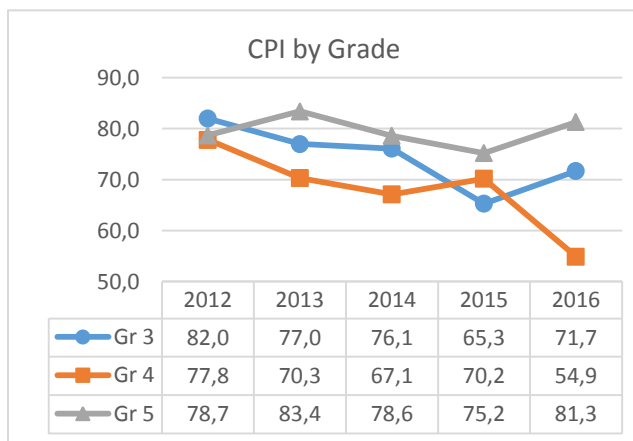
ENGLISH LANGUAGE ARTS

Multi-Year MCAS ELA Results – All Students

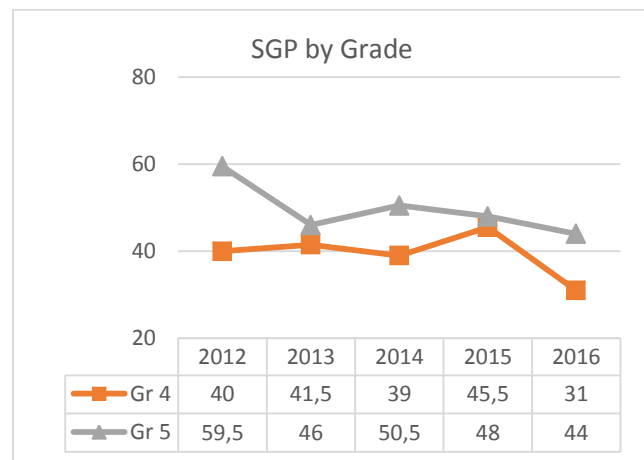
Ingalls Elementary
2016-2017 School Improvement Plan

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	244	4	35	36	25	79.8	47
School 2013	273	1	32	50	17	76.7	44
School 2014	323	2	32	45	21	73.4	46
School 2015	362	2	28	47	23	69.8	47
School 2016	319	3	25	43	29	67.1	39
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	319	3	25	43	29	67.1	39
Students with Disabilities	47	0	6	17	77	68.6	56
ELL	56	0	4	43	54	43.8	36
Former ELL	67	3	22	49	25	72.8	49
Economically Disadvantaged	214	3	20	42	35	64.3	38
Male	158	2	17	42	39	61.7	38
Female	161	3	34	44	19	72.7	39

MATHEMATICS

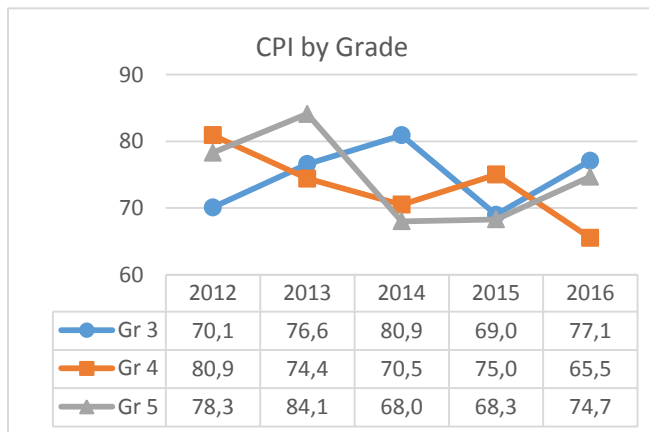
Ingalls Elementary

2016-2017 School Improvement Plan

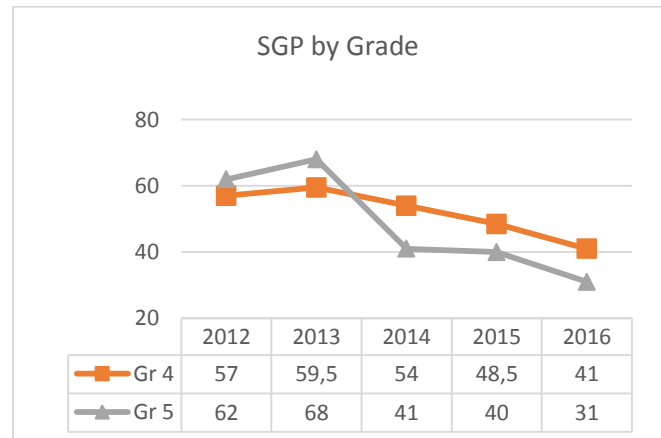
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	244	9	25	41	25	76.5	58
School 2013	273	9	32	42	16	78.0	64
School 2014	322	12	26	38	24	73.4	49
School 2015	358	7	30	36	27	70.6	42
School 2016	315	6	31	38	24	71.6	37
District 2016	7,546	15	34	30	21	74.6	50

Multi-Year MCAS MATH CPI Results by GRADE



Multi-Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	315	6	31	38	24	71.6	37
Students with Disabilities	47	0	15	17	68	76.6	56
ELL	55	0	18	47	35	59.5	61.5
Former ELL	66	6	29	38	27	72.3	38
Economically Disadvantaged	211	5	29	37	29	70.3	39
Male	155	4	30	37	30	70.5	39.5
Female	160	8	33	40	19	72.7	33

SCIENCE/TECHNOLOGY & ENGINEERING

Ingalls Elementary

2016-2017 School Improvement Plan

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	75	4	20	35	41	67.3
School 2013	77	3	23	60	14	74.7
School 2014	89	10	30	37	22	73.6
School 2015	109	6	29	41	24	72.5
School 2016	87	7	22	49	22	73.9
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	87	7	22	49	22	73.9
Students with Disabilities	15	0	0	20	80	78.3
ELL	6					
Former ELL	33	0	18	55	27	72.0
Economically Disadvantaged	59	8	20	46	25	72.9
Male	42	7	19	40	33	73.2
Female	45	7	24	58	11	74.4

Ingalls Elementary

2016-2017 School Improvement Plan

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	43	17%	31	14%	34	19%
Emerging	45	18%	38	17%	32	18%
Developing	66	26%	52	23%	53	29%
Expanding	47	19%	58	26%	44	24%
Bridging	39	16%	35	16%	15	8%
Reaching	10	4%	9	4%	2	1%
Total	250		223		180	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	65	37%	43	25%	67	38%
2015	82	51%	31	19%	48	30%
2016	40	32%	38	30%	47	38%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	3 (14%)	12 (57%)	6 (29%)			
Emerging		5 (21%)	15 (63%)	4 (17%)		
Developing		1 (2%)	21 (46%)	22 (48%)	2 (4%)	
Expanding			4 (11%)	18 (49%)	13 (35%)	2 (5%)
Bridging						
Total (128)	3	18	46	44	15	2

Ingalls Elementary
2016-2017 School Improvement Plan

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: <ul style="list-style-type: none"> Teachers use curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics, incorporating the Common Core Standards. (District Level Mapping) Pacing guides are used by teachers to support lesson planning (District Level) Instructional staff engages in regular discussions to support student learning (PLTs, Grade Level meetings, Prep Periods, Instructional Staff/Principal, School Support, Student Study Team, Support Staff (Reading, ESL), etc.)
Areas of Need: <ul style="list-style-type: none"> Evaluating student work (calibration of student expectations) Use of MPis/Can Do’s (ESL Learners)
Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
Strengths: <ul style="list-style-type: none"> Teachers engage in on-going focused discussion and collaborative reflection on instructional practice (PLTs, Common Prep Times, Grade Level Planning Meetings) Effective instruction is modeled for teachers by leaders, coaches and colleagues (School Level / District Level). Leaders regularly gather and analyze evidence of instructional practice along with student achievement and other data.
Areas of Need: <ul style="list-style-type: none"> Student assignments contain rigorous, embedded learning objectives that reflect Higher Order Thinking Instructional staff has opportunities to observe and provide feedback on their colleague’s practice. (Learning Walks) Instructional staff will use a range of instructional tools, technologies and supplemental materials that align with student learning needs identified through screening and formative assessment (Professional Development).

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
Strengths: <ul style="list-style-type: none"> Assessment data is used to place students, monitor progress and drive interventions as part of a system of tiered instruction (Mathematics). Leaders and instructional staff use data for individual and organizational learning. Leaders use data to target PD activities.
Areas of need: <ul style="list-style-type: none"> Assessment data is used to place students, monitor progress and drive interventions as part of a system of tiered instruction (ELA). Instructional staff uses a range of assessments (formative& benchmark) that are aligned to the standards and grade level learning outcomes (Learning Targets (Standards) & Criteria for Success (Objectives)) Students are taught how to assess themselves and plan for improvement Students receive constructive feedback based on data analysis, as well as guidance on how to improve. Leaders use ongoing data to continue PD activities.

Ingalls Elementary
2016-2017 School Improvement Plan

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.

Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.

Strengths:

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

Areas of need:

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

Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

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

Areas of need:

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

Ingalls Elementary
2016-2017 School Improvement Plan

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
<p>Strengths:</p> <ul style="list-style-type: none"> • Progress monitoring system is in place and data from this system drive instructional decisions throughout the tiered process • Staff utilizes resources to support students with a range of academic needs • The school provides opportunities for academic and other support outside school hours; barriers to participation are minimized
<p>Areas of need:</p> <ul style="list-style-type: none"> • Progress monitoring system is in place and data from this system drive instructional decisions throughout the tiered process • All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need of tiered support. • Teachers demonstrate responsibility for the learning of all students • The school provides high quality, challenging core instruction <u>for all students.</u>
Indicator 7: Students’ social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.
<p>Strengths:</p> <ul style="list-style-type: none"> • School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations • Healthy lifestyles are promoted through access to nutritious food and physical activity • Staff culture models a healthy school climate including social, emotional, and physical health that is desired for the students. Supports are available to staff.
<p>Areas of need:</p> <ul style="list-style-type: none"> • PD is provided to all staff on topics needed to enhance the school’s capacity to improve student’s behavioral, emotional and physical health. • Students are supported in taking responsibility for their own learning and behavior. • Social and emotional supports are clinically, linguistically, culturally and developmentally appropriate for students.
Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.
<p>Strengths:</p> <ul style="list-style-type: none"> • Families and community partners report satisfaction with opportunities to engage with the school and believe the school values their perspective. • School ensures effective two-way communication with both families and community partners addressing language and other potential barriers.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Leaders ensure that students, families and community partners understand the schools improvement plan and learning goals. • Families and community partners are encouraged to help plan meaningful events and programs. • Under-represented groups are actively recruited to be effective participants in the improvement of school performance.

Ingalls Elementary

2016-2017 School Improvement Plan

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:

- School has an effective school leadership team that is committed to improving student learning and implementing a clearly defined set of goals
- School leaders deliver effective communication (Faculty Meetings, weekly correspondence, PLTs, etc.)
- School leadership focuses PD on school priorities (Learning Walks, Lesson Study, Faculty Meetings)
- Teachers have the opportunity to take a leadership role within the school

Areas of need:

- Vertical alignment teacher teams

Ingalls Elementary
2016-2017 School Improvement Plan

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: Effective Instruction: Implementation of quality lessons (K-5) and Student-to-Student Discourse (Grades K-2)
Alignment to District Priority(s): Standards-Based Instruction

Priority 1	Quality lesson planning and implementation of lessons that include Learning Targets, Criteria for Success (K-5), and opportunities for Student-to-Student Discourse(K-2)
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Strategies/ Actions	<p>Quality Lesson Planning (K-5):</p> <ul style="list-style-type: none"> • Continued implementation and refinement of lesson planning that includes activity-connected Learning Targets (Standards-Based) and Criteria for Success (The “How” - How will teachers/students know that students have achieved the target?) • At PLTs teachers will bring evidence of quality lesson plans • Lesson planning review • Monitoring of quality lesson delivery <p>Student-to-Student Discourse (K-2):</p> <ul style="list-style-type: none"> • K-2 teachers will attend school wide professional development that supports Student-to-Student Discourse (on topic academic talk with peers) including Faculty Meetings, PLTs, and district-wide professional development (September and November PD days). • K-2 grade level teams will create and refine student self-assessment rubrics to support Student-to-Student Discourse in the classroom. • K-2 teachers will demonstrate, explain, and model Student-to-Student Discourse. • K-2 teachers will provide opportunities for students to use the self-assessment rubric a minimum of three times per week.
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Expected Outcome(s)	<ul style="list-style-type: none"> • Classroom activities match the Learning Target (Standards-Based) and Criteria for Success (The “How” - How will teachers/students know that students have achieved the target?) in grades K-5 • Grades K-2 lesson plan reviews will show students are provided explicit opportunities to use the self-assessment rubric (3x per week) • During classroom observations by building administration and grade level teams, opportunities are provided for Student-to-Student Discourse in grades K-2
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Timeline for Actions	<ul style="list-style-type: none"> • SY 15-16 Introduction to Learning Targets and Criteria for Success • SY 16-17 (Fall) refinement of Learning Targets and Criteria for Success/ SY 16-17 (Winter and Spring) Full implementation of Learning Targets and Criteria for Success in daily lessons • SY 16-17 Grades K-2 introduction to Student-to-Student Discourse <ul style="list-style-type: none"> ▪ September PD day (6 hours) ▪ November PD day (6 hours)
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Ingalls Elementary

2016-2017 School Improvement Plan

- September – June continued PD during grade level PLT

Ingalls Elementary
2016-2017 School Improvement Plan

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Data-Based Decision Making

Alignment to District Priority(s): Data Informed Decision Making, Tiered Instructional System of Support, Standards-Based Instruction

Priority 2

Data Driven Targeted Small Group Instruction to Increase Mathematical Skills in Grades K-5

Strategies/Actions

- Students are identified for daily targeted math intervention in small groups based on classroom data including District End of Unit Math Assessments
- Targeted math instruction in small groups
- Daily Small Group Instructional Block/Mathematics
- Extended Learning Time/Mathematics based on End of Unit tests provided to students scoring between 50% -70% in grades 1-5 (3 hours per unit)
- Progress Monitoring
 - End-of-the-unit summative assessments
 - Retake end-of-the-unit summative assessments
 - Parent Correspondence Growth Data
 - Teacher-Student Conference
- Grade Level PLTs/Data Meetings 2X per month. Teachers collaborate on End of Unit assessments to determine small groups and next steps, i.e. Reteach, Re-engage, Tier 2 instruction, Tier 3 instruction etc.
- CIT's provide modeling/coaching in math for teachers in grades K-5

Expected Outcome(s)

- Increase in mathematical skills in Grades K-5
- Students in grades 1-5 attending Math Extended Learning Time will show increased performance on unit post tests
- Observed targeted, small group math instruction in classrooms K-5

Timeline for Actions

- SY 16-17
 - Grade Level Math Data Meeting at PLTs 2x per month
 - Math pacing guide/map
 - Extended Learning Time/Mathematics (3 hours per unit)

Ingalls Elementary
2016-2017 School Improvement Plan

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:

Ingalls Elementary
2016-2017 School Improvement Plan

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

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