

Washington Elementary School Improvement Plan 2016-2017

School Improvement Team

Irene Cowdell, Interim Principal
Kelley Breen, CIT Science
Lori Wells, Kindergarten Teacher
Susannah Davis, 2nd Grade Teacher
Laurie Haggy, 3rd Grade Teacher

School Council Members

Irene Cowdell, Interim Principal
Kelley Breen, CIT Science
Lori Wells, Kindergarten Teacher
Susannah Davis, 2nd Grade Teacher
Laurie Haggy, 3rd Grade Teacher
Cynthia Christ, Gregg House
Kelly O'Connor, Gregg House
Fred Cole, Lynn Business Ed Foundation
Parents, TBA

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Vision and Mission

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

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

Our mission at the Washington Elementary School is to cultivate a community of lifelong learners equipped for the 21st century. Teachers, students, families, and the community will work collaboratively to make our school a safe, exploratory environment to foster the development of the whole child.

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.

Washington Elementary School reopened as a neighborhood school in SY13. In SY13, we served students from Kindergarten to third grade and added a grade level each year after. By SY15, Washington was at its full grade level configuration.

In SY14-15, Washington had three Kindergarten, four first grade, four second grade, two third grade, three fourth grade, two fifth grade, and one grade 1-3 Developmentally Delayed classroom. We also had two reading specialists, three ESL teachers, three inclusion teachers, one math specialist, one parent liaison/translation paraprofessional, one full time social worker, one nurse, and one Science CIT.

In SY15-16, Washington now has three Kindergartens, four first grades, four second grades, three third grades, two fourth grades, three fifth grades, and one grade 1-3 Developmentally Delayed classroom. We also have two reading specialists, three ESL teachers, three inclusion teachers, one math specialist, one parent liaison/translation paraprofessional, one social worker (0.8 FTE), one nurse, one Science CIT, and one Reading CIT.

In SY16-17, Washington now has three Kindergartens, three first grades, three second grades, four third grades, three fourth grades, two fifth grades, one grade 1-3 Developmentally Delayed, and one grade K -2 Developmentally Delayed classroom. We also have two reading specialists, three ESL teachers, three inclusion teachers, one math specialist, one parent liaison/translation paraprofessional, one social worker, one nurse, one Science CIT, and one Reading CIT.

The Washington Elementary school is now ranked 9th in size of Lynn's 18 Elementary schools and has a population of approximately 468 students. Demographically, the student population is 15.1% African American, 6.7% Asian, 67.1% Hispanic, 5.6% White, and 4.9% Multi-Race. Students are 54% male and 46% female. The student population is composed of 57.6% of students whose first language is not English, 28.7% who are English Language Learners, 60.7% who are economically disadvantaged, and 10.7 who are Special Education students.

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	82	71	73	1,092
Grade 1	101	111	84	1,356
Grade 2	54	91	105	1,422
Grade 3	66	51	86	1,334
Grade 4	54	69	51	1,267
Grade 5	-	57	68	1,053
Total	357	450	467	7,524

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	11.1	78.9	59.3	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	6%	7%	11%	7%	6%
26-56	76%	71%	75%	72%	76%
Over 56	18%	22%	14%	21%	18%
Median Yrs Experience	-	1			
% ≥ 10 Yrs Experience	-	10%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	93.7	94.3	94.7	93.9	94.9
Absent 10 or more days (%)	46.4	40.4	35.0	38.1	30.5
Chronically Absent (% with < 90%)	21.6	16.6	15.6	19.6	12.3
Student Retention Rate	7.7	4.0	3.0	3.2	1.5
Out-of-School Suspension Rate	9.2	12.6	6.5	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	15.1	15.1	11.8	10.1	8.8
Asian	5.6	6.7	7.5	9.1	6.5
Hispanic	68.9	67.1	71.5	58.2	18.6
White	5.6	5.6	4.5	18.3	62.7
Multi-Race	4.5	4.9	4.1	3.9	3.2
Male	54	54	51	52	51
Female	46	46	49	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	61.3	57.6	57.2	54.0	19.0
English Language Learner	32.5	28.7	31.7	19.5	9.0
Special Education	9.2	10.7	9.0	15.4	17.2
Economically Disadvantaged	-	60.7	58.7	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.

The following core instructional programs are used with a gradual release of responsibility and an RTI model. Tier 1 instruction is provided by the classroom teacher, Tier 2 instruction is provided by both classroom teachers and specialists. Tier 3 intervention time is provided by specialists. Daily formative assessments and district provided assessments are used to inform instruction.

Core Instructional Programs

- 2015 – 2016 School Year
 - ELA
 - National Geographic REACH curriculum used in grades K-2
 - District maps in conjunction with Harcourt Trophies curriculum used in grades 3-5
 - District created phonics binders used in grade 3
 - Math
 - Updated district maps in conjunction with Go Math curriculum
 - Science
 - SmartBoard Science used in grades 1-3
 - SmartBoard Science used in conjunction with Science from Scientists in grades 4-5
 - Reading A-Z Science used to supplement curricula

- 2016 – 2017 School Year
 - ELA
 - National Geographic REACH curriculum used in grades K-5
 - District maps in conjunction with National Geographic Reach curriculum used in grades K-2
 - Math
 - Updated district maps in conjunction with Go Math curriculum
 - Science
 - SmartBoard Science used in grades K-5
 - SmartBoard Science used in conjunction with Science from Scientists in grades 4-5
 - National Geographic Science used in grades K-2
 - Engineering is Elementary used in grades 3-4
 - Reading A-Z Science used to supplement curricula

Tiered Instruction / Supports and Interventions

- Small group instruction used in all grade levels for ELA
 - School wide focus in SY15-16 and will continue to be a focus in SY16-17
- RTI approach is used in Math; small groups are based on daily curriculum, formative assessment, and level of support
- Push in support provided for ELL, Inclusion, Mathematics, and Reading Intervention
- Push in support provided for beginner ELLs, Speech, and OT
- Extended Learning Time in Mathematics grades 1-5 to provide Tier 3 support

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Assessment Practices

- ELA
 - DIBELS for grades K-5
 - DAZE for grades 3-5
 - MAZE for grade 2
 - MCAS 2.0 for grades 3-5
 - REACH assessments for grades K-5
 - Formative and summative assessments across grade levels

- Math
 - MCAS 2.0 for grades 3 -5
 - District assessments for grades K-5
 - Formative and summative assessments across grade levels

- Science
 - MCAS 2.0 for grade 5
 - District assessments for grades 1-5
 - Formative and summative assessments across grade levels

- ACCESS
 - ACCESS test given to ELL students annually for grades K-5

School Based Professional Development Time and Content

- Bi-weekly Professional Learning Time for grade level teams and appropriate specialists
- 3-5 teachers will be provided with district level PD for REACH curriculum
- District math coaches will work with various grade levels
- Dr. Parker will provide grade level data meetings, progress monitoring meetings, and consult with case studies
- New Teacher Induction
 - School Support Team will continue to meet monthly
- SchoolWorks will continue to provide PD and support
 - Facilitate learning walks
 - School goal of increasing student discourse with a focus on grades K-2

School Culture

- School assemblies to celebrate special events, student performances, students of the month, and students with perfect attendance
- Three open houses throughout year
- Parent workshop facilitated by school social worker
- Moving on ceremonies for Kindergarten and 5th grade
- Field Day

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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.

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.

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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 VISTA Survey results, 44% of teachers at Washington Elementary agree to a large extent that students are understanding the relevance of what they are learning.

According to VISTA Survey results, 11% of teachers at Washington Elementary agree to a large extent that they understand how to develop assessments.

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).

2016 ELA PARCC:

- Overall CPI is 72.8 and the district CPI is 81.0
 - Disparity of 8.2 points
- SGP rose eight points from 2015 to 2016
- Grade 3 CPI has increased consistently since 2013
- Percentage of students in the Advanced category has increased 3 percentage points since 2013
- Percentage of students in the Proficient category has increased 17 percentage points since 2013
- Percentage of students in the Needs Improvement category has decreased 19 percentage points since 2013
- Percentage of students in the Warning category has decreased 2 percentage points since 2013
- There is a disparity of nearly 10.3 CPI points between male and female student, with female students performing higher
 - Similarly, there is an 9 point disparity in SGP between male and female students, with females showing higher growth

2016 Math PARCC:

- Overall CPI of 75.1 is close to district CPI of 74.6
 - Above district by 0.5 CPI
- SGP rose 2 points from 2015 to 2016
- Percentage of students in the Advanced category has increased 7 percentage points since 2013
- Percentage of students in the Warning category has decreased 10 percentage points since 2013
- There is a disparity of nearly 12 CPI points of Former ELL students compared to the aggregate
 - Former ELLs are 11 SGP points above the aggregate and are thus the subcategory with the highest SGP
- There is a disparity of 7.3 CPI points between male and female students, with female students performing higher
 - There is 7 point disparity in SGP between male and female students, with females showing higher growth

2016 Science MCAS:

- Overall CPI of 72.1 is close to district CPI of 72.7
 - CPI increased by 3.6 percentage points since 2015
- Percentage of students in the Warning category has decreased 13 percentage points since 2015

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2016 ACCESS:

- There was a 22% increase in students showing high growth since 2014
- There was a 9% decrease in students showing moderate growth since 2014
- There was a 5% decrease in students showing low growth since 2014
- Since 2013, there was an increase of 22 ELL students taking ACCESS

2016 DIBELS:

- Kindergarten
 - 77% of students showed typical growth or higher on the Nonsense Word Fluency portion of Spring DIBELS
- First Grade
 - 66% of students showed typical growth or higher on the Oral Reading Fluency portion of Spring DIBELS
- Second Grade
 - 74% of students showed typical growth or higher on the Oral Reading Fluency portion of Spring DIBELS
- Third Grade
 - 38% of students showed typical growth or higher on the Oral Reading Fluency portion of Spring DIBELS

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.

Accountability and Assistance Level: NA								
School Percentile: 6								
Cumulative PPI (all students) 76								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	65.9	62.2	67.1	4.9	Improved Below Target	72.8	5.7	Improved Below Target
SGP	-	37	40	3.0	Below Target	48	8.0	On Target (SH)
% Advanced	0.0	0.8	2.5	1.7	Met Target	3.2	0.7	Met Target
% Warning	16.4	21.8	17.9	-3.9	Met Target	17.8	-0.1	Not meeting target
<u>Math</u>								
CPI	70.5	65.1	68.3	3.2	Improved Below Target	75.1	6.8	Improved Below Target
SGP	-	29.5	38	8.5	Below Target	40	2.0	On Target (SH)
% Advanced	9.1	8.4	12.3	3.9	Met Target	15.6	3.3	Met Target

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% Warning	21.8	25.2	18.4	-6.8	Met Target	14.5	-3.9	Met Target
Science								
CPI	-	-	68.5			72.1	3.6	On Target
% Advanced	-	-	3.7			4.9	1.2	Met Target
% Warning	-	-	20.4			6.6	-13.8	Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			63.5	60	Met Target	67	60	Met Target

Historical Accountability Data

2014	Level NA	School Percentile:	NA	Annual PPI = 10	Cumulative PPI = NA
2015	Level NA	School Percentile:	NA	Annual PPI = 94	Cumulative PPI = NA
2016	Level NA	School Percentile:	6 th %ile	Annual PPI = 95	Cumulative PPI = 76

Early Literacy Results

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	4 (7%)	14 (23%)	High	25 (41%)	348 (35%)
Average	18 (30%)	14 (23%)	Moderate	8 (13%)	173 (18%)
Low Average	10 (16%)	11 (18%)	Typical	14 (23%)	218 (22%)
Below Average	11 (18%)	10 (16%)	Low/Declined	14 (23%)	246 (25%)
Well Below Average	18 (30%)	12 (20%)			
CPI	64.8	72.5	Total	61	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	8 (11%)	9 (12%)	High	10 (13%)	217 (17%)
Average	22 (29%)	22 (29%)	Moderate	16 (21%)	316 (25%)
Low Average	6 (8%)	10 (13%)	Typical	24 (32%)	393 (31%)
Below Average	15 (20%)	13 (17%)	Low/Declined	26 (34%)	325 (26%)
Well Below Average	25 (33%)	22 (29%)			
CPI	63.5	66.4	Total	76	1,251

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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	20 (21%)	21 (22%)	High	11 (12%)	269 (19%)
Average	21 (22%)	15 (16%)	Moderate	22 (23%)	375 (27%)
Low Average	15 (16%)	17 (18%)	Typical	37 (39%)	426 (30%)
Below Average	11 (12%)	19 (20%)	Low/Declined	25 (26%)	331 (24%)
Well Below Average	28 (29%)	23 (24%)			
CPI	68.2	67.4	Total	95	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	8 (11%)	5 (7%)	High	3 (4%)	179 (15%)
Average	29 (40%)	21 (29%)	Moderate	7 (10%)	283 (23%)
Low Average	16 (22%)	14 (19%)	Typical	17 (24%)	389 (32%)
Below Average	9 (13%)	18 (25%)	Low/Declined	45 (63%)	363 (30%)
Well Below Average	10 (14%)	14 (19%)			
CPI	77.8	68.1	Total	72	1,214

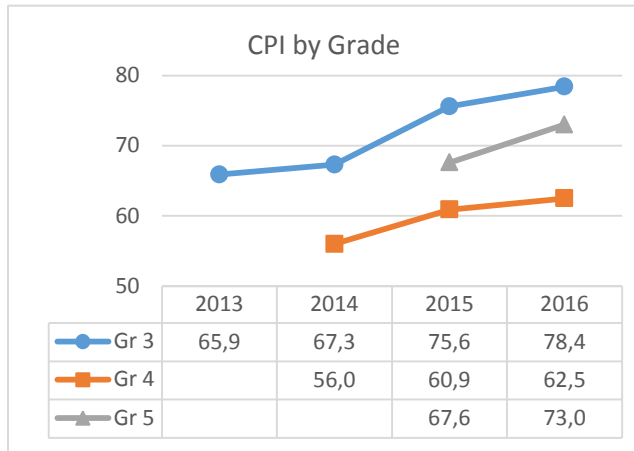
ENGLISH LANGUAGE ARTS

Multi-Year MCAS ELA Results – All Students

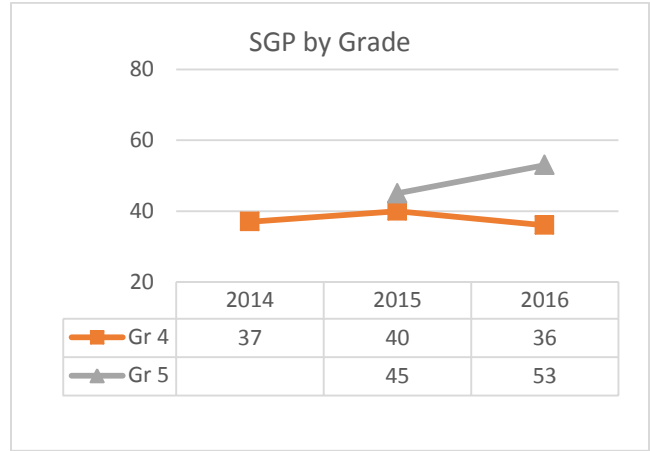
Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	55	0	24	55	22	65.9	-
School 2014	119	1	20	56	23	62.2	37
School 2015	162	2	28	51	19	67.1	40
School 2016	185	3	41	36	20	72.8	48
District 2016	7,581	7	47	31	15	81.0	54

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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	185	3	41	36	20	72.8	48
Students with Disabilities	31	0	23	42	35	64.5	48
ELL	34	0	15	35	50	48.5	24.5
Former ELL	31	6	35	45	13	71.8	48.5
Economically Disadvantaged	124	2	40	37	20	72.8	50
Male	93	2	32	41	25	67.7	39
Female	92	4	49	32	15	78.0	48

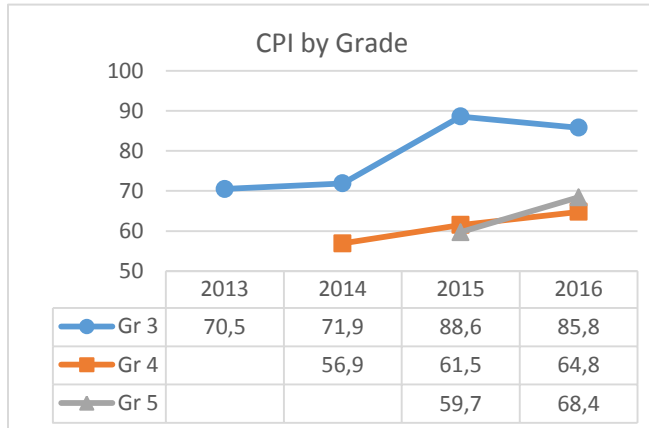
MATHEMATICS

Multi-Year MCAS Math Results – All Students

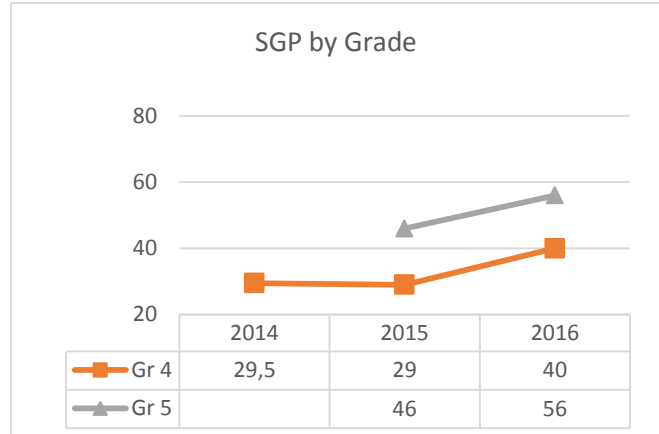
Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	55	9	29	35	27	70.5	-
School 2014	119	8	23	43	27	65.1	29.5
School 2015	163	12	25	43	20	68.3	38
School 2016	186	16	31	37	17	75.1	40
District 2016	7,546	15	34	30	21	74.6	50

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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	186	16	31	37	17	75.1	40
Students with Disabilities	31	6	19	29	45	62.1	48
ELL	35	9	20	43	29	62.9	35.5
Former ELL	31	19	26	26	29	70.2	51
Economically Disadvantaged	125	14	28	39	19	73.2	38
Male	93	17	25	38	20	71.5	34
Female	93	14	37	37	13	78.8	41

SCIENCE/TECHNOLOGY & ENGINEERING

Multi-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2013	NA					
School 2014	NA					
School 2015	54	4	30	46	20	68.5
School 2016	61	5	26	62	7	72.1
District 2016 (Grade 5)	1,044	9	27	45	18	72.7

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State 2016 (Grade 5)	69,681	16	31	38	14	76.4
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MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	61	5	26	62	7	72.1
Students with Disabilities	10	0	30	70	0	70.0
ELL	8					
Former ELL	18	0	33	67	0	75.0
Economically Disadvantaged	39	8	21	69	3	74.4
Male	32	6	25	66	3	73.4
Female	29	3	28	59	10	70.7

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	28	25%	32	24%	28	21%
Emerging	13	12%	24	18%	12	9%
Developing	33	30%	34	25%	47	35%
Expanding	20	18%	28	21%	32	24%
Bridging	15	14%	11	8%	12	9%
Reaching	2	2%	5	4%	2	2%
Total	111		134		133	

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ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	29	38%	20	26%	27	36%
2015	39	57%	12	17%	18	26%
2016	53	60%	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 (9%)	2 (6%)	24 (71%)	5 (15%)		
Emerging		1 (6%)	12 (67%)	5 (28%)		
Developing			7 (28%)	16 (64%)	2 (8%)	
Expanding				4 (25%)	10 (63%)	2 (13%)
Bridging						
Total (93)	3	3	43	30	12	2

Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- ELA district wide National Geographic REACH program for grades K-5
- ELA district mapping will be in conjunction with National Geographic REACH for grades K-2
- Math District Maps will be used as a guide in conjunction with Go Math and supplemental materials in grades K-5
- Science K-5 Smartboard Science
- National Geographic science textbooks/kits for grades K-2
- Engineering is Elementary kits for grades 3-4

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- 4th & 5th grade Science lessons with Science from Scientists program
- Professional Learning Time will be given to grade levels on a biweekly basis.
- Learning targets and student friendly objectives are posted and referred to in classrooms during all lessons

Areas of Need:

- Additional support surrounding tiered instruction in conjunction with Go Math at all grade levels
- Tiered instruction and support surrounding small group instruction in ELA

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:

- Test Wiz produces data for item analysis and student analysis for Math and Science district assessments. This data is used to determine tiered support
- DIBELS, DAZE, MAZE, PARCC, and classroom assessment data are used to support instruction
- National Geographic Reach is a research based reading program for grades K-5
- Go Math is a research based math program for all grade levels
- The school has focus on small group instruction

Areas of Need:

- Increased collaboration among students in small groups
- An increase in student to student discourse in whole group and small group lessons
- More opportunities for HOTS (Higher Order Thinking Skills)
- More opportunities for students to inquire, explore, and solve problems together

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:

- Staff uses a range of assessments that are aligned to state standards and grade level learning outcomes. Examples are: MCAS 2.0, DIBELS, ACCESS, MAZE, DAZE, District Assessments, End of Unit Assessments, and formative assessments.
- Math uses End of Unit summative assessments that are horizontally/ vertically aligned

Areas of need:

- More opportunities to analyze data and use it to inform instruction
 - Opportunities for vertical trends to be analyzed
- Share best practices based on data analysis
- Assessment data will be used more consistently to place students, monitor progress, and drive timely

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interventions as part of system of tiered instruction.

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:

- Two district provided professional development days
- Professional Learning Time (bi-weekly)
- Induction Program: School Support Team & Mentoring
- District provided professional development (Classroom Management, RBT, REACH, Smart Board Science, etc.)
- Learning walkthroughs facilitated by SchoolWorks
- Math instructional coaching
- Modelling and coaching provided by CITs

Areas of need:

- Continuation of learning walks
- Peer to peer observation
- Data meetings in all grades K-5
- Vertical data team to analyze data and identify strengths and areas for growth across grade levels
 - Identify instructional strategies and resources needed to address areas for growth
- Teacher leaders to facilitate support for peers surrounding small group instruction, student to student discourse, DIBELS
- PD for grades K-2 on student to student discourse using student generated rubrics for self-assessment with a school focus on 'Think, Pair, and Share'

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:

- Grade level collaboration with specialists through the use of Professional Learning Time
- SchoolWorks has helped to facilitate and train teachers on Learning Walks

Areas of need:

- Grade level collaboration with specialists through the use of Professional Learning Time
- Curriculum based vertical alignment

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

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limited to students with disabilities and English language learners.

Strengths:

- Teachers' schedules reflect district mandated time requirements for core subjects
- Night/Morning Back is used to provide additional academic assistance outside of school hours
- Extended Learning Time for mathematics
- Push in model of tiered instruction provides additional support for students during core learning time
- Imagine Learning provided for a number of Inclusion and ELL students in order to provide additional intervention
- Full time social worker and part-time behavior specialist and SAC available to support students with emotional and behavioral challenges

Areas of need:

- Tiered intervention for core subjects
- Extended Learning Time for mathematics and ELA

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:

- System of school wide supports to meet students' social, emotional, and health needs
 - School behavior specialist, adjustment counselor, social worker, parent liaison, and nurse
- Welcoming, predictable environment and a climate that supports learning
 - Students feel safe at school and can identify an adult to share problems
 - Social contracts are discussed and displayed in classrooms
- Monthly community meetings recognize two students from each homeroom for exemplifying core value of the month
- Students with perfect attendance and/or on honor roll are rewarded with certificates
- Health teacher implements Second Step social skills curriculum
- Consistent implementation of behavior systems within the classroom
- Established referral process for social worker intervention
- Universal breakfast

Areas of need:

- Health, nutrition, and personal care lessons
- Social scripting needed to support students as they navigate social situations
- Resources and mentor texts for social emotional situations and core values
- Peer mentors in older grades
- Additional support staff and/or initiatives are needed due to increased level of social, emotional needs

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:

- Backpack donations in beginning of school year, and coat donations in winter
- Greater Boston Area Food Bank distribution
- Thanksgiving meals provided for families in need
- Grade level curriculum meetings for parents and families
- Grade level events to celebrate student achievement
- General Electric employees volunteer to help with science activities in grades 3-4

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- Strong communication with parents and families
 - Translated monthly newsletters and notes sent home
 - Translated ConnectEd phone calls
 - ROTC members at open houses to aid in translating
 - Parent liaison makes translated phone calls home when needed
- School Social Worker provides parent workshop
- School Council includes strong community representatives

Areas of need:

- Increase consistent involvement in PTO
- Translation and communication services in various languages

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:

- In SY15-16, one teacher at each grade leveled represented the grade level team
- Many grade level lead teachers were open to peer observations/mentor observations

Areas of need:

- Grade level lead teachers need a clear, defining role
 - Effective communication with administration
 - Administrative guidance for grade level lead teachers to effectively support implementation of school goals

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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: Student to Student Discourse
Alignment to District Priority(s): Standards Based Instruction

Priority 1	Student to Student Discourse (ELA & Math) Grade K-2
Strategies/ Actions	<ul style="list-style-type: none"> Professional development for grades K-2 with “Think, Pair, Share” strategy Norms established, displayed and modeled for students Grade level teams will create a student self-assessment rubric to support student to student discourse (at PD session) Teachers will demonstrate, explain, and model student to student academic conversation, use of student self-assessment rubrics and norms. Opportunities for “Think, Pair, Share” strategy included in lesson plans and implementation
Expected Outcome(s)	<ul style="list-style-type: none"> Student to student discourse is observed by principal and peers Students engaging in “Think, Pair, Share” strategy three times per week <ul style="list-style-type: none"> Students use a grade level rubric to self-assess their participation Students will use <i>Discourse Stems</i> to facilitate student to student conversation
Timeline for Actions	<ul style="list-style-type: none"> November 8, 2016 (PD session) Monthly check-ins at grade level PLTs “Think, Pair, Share” three times per week, accompanied by student self-assessment rubrics Professional development continuance for grades 3-5 (Fall 2017)

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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: Increase in literacy skills (K-5)	
Alignment to District Priority(s): Data Informed Decision Making	

Priority 2	Data Analysis to Support Literacy Instruction in Grades K-5 (Dr. Christopher Parker, IDEAL Consulting)
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Strategies/Actions

- Grade level data meetings @ PLTs (DIBELS, MAZE and DAZE)
- Progress monitoring (DIBELS) based on goal setting for interventions and growth Calendar date expectations (Red= 2x per month, Yellow= 1 x per month)
- Individual teacher meetings to discuss progress monitoring/case studies; Meetings with Dr. Christopher Parker to facilitate conversation and identify student groupings to support specific skills (phoneme segmentation, phonics, etc.)
- Use of SPS (Student performance System) to monitor progress: Goal setting expectations for adequate growth

Expected Outcome(s)

- Increase in DIBELS, DAZE, MAZE, and literacy skills (Fall 2016- June 2017)

Timeline for Actions

- October 2016 – Grade level data meetings
- November 2016 – Train the Trainer: SPS progress monitoring
- December 2016 – Individual progress monitoring meetings with teachers and case study reflections based on student goals
- February 2017 – Grade level data meetings
- April 2017 – Individual progress monitoring meetings with teachers and case study reflections based on student goals
- June 2017 – Grade level data meetings

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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: