

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

School Improvement Team

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

School Council Members

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

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

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

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

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

Supporting Goals:

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

Narrative Description of the School

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

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

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

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

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

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

Student Enrollment

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

Teacher Demographic

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

Performance Indicators

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

Percent of students by race and gender

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

Enrollment by Special Population

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

Provide instruction by highly qualified teachers. The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

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School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Core Instructional Programs

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

Tiered Instruction / Supports and Interventions

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

Assessment Practices

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

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

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

School-based Professional Development Time and Content

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

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

Indicators of the School Culture

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

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

Create Strategies to Attract Highly Qualified Teachers

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

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Teacher Evaluation

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

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

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

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

P = Principal, T = Teacher

District Observations:

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

District Priority – Data Informed Decision Making

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

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

D = District, C = Connery

Connery Observations:

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

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

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

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

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

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

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

ACCOUNTABILITY DATA

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

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schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

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

Historical Accountability Data

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

Early Literacy Results

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

	# and % of Students	Growth	# and % of Students
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Achievement Level	Winter 2016	Spring 2016	(Change in %ile)	School	District
Above/Well Above Avg	10 (12%)	14 (16%)	High	26 (29%)	348 (35%)
Average	28 (31%)	26 (29%)	Moderate	16 (18%)	173 (18%)
Low Average	13 (14%)	17 (19%)	Typical	24 (27%)	218 (22%)
Below Average	15 (17%)	14 (16%)	Low/Declined	24 (27%)	246 (25%)
Well Below Average	24 (27%)	19 (21%)			
CPI	68.1	71.7	Total	90	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	12 (12%)	13 (14%)	High	26 (27%)	217 (17%)
Average	21 (22%)	31 (33%)	Moderate	21 (22%)	316 (25%)
Low Average	13 (14%)	19 (20%)	Typical	27 (28%)	393 (31%)
Below Average	18 (19%)	11 (12%)	Low/Declined	21 (22%)	325 (26%)
Well Below Average	31 (33%)	21 (22%)			
CPI	62.6	72.6	Total	95	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	11 (10%)	12 (12%)	High	41 (39%)	269 (19%)
Average	21 (20%)	35 (33%)	Moderate	28 (26%)	375 (27%)
Low Average	14 (13%)	23 (22%)	Typical	30 (28%)	426 (30%)
Below Average	28 (26%)	18 (17%)	Low/Declined	7 (7%)	331 (24%)
Well Below Average	32 (30%)	18 (17%)			
CPI	60.8	73.3	Total	106	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	16 (16%)	19 (19%)	High	17 (16%)	179 (15%)
Average	30 (29%)	33 (32%)	Moderate	19 (18%)	283 (23%)
Low Average	17 (16%)	18 (17%)	Typical	35 (34%)	389 (32%)
Below Average	23 (22%)	14 (13%)	Low/Declined	33 (32%)	363 (30%)
Well Below Average	18 (17%)	20 (19%)			
CPI	71.9	74.5	Total	104	1,214

ENGLISH LANGUAGE ARTS

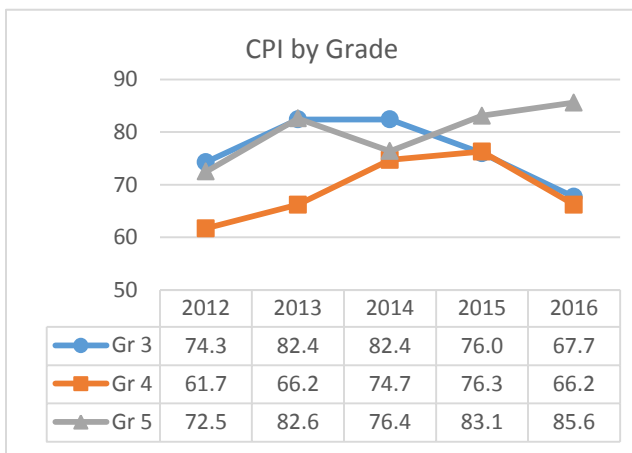
Multi-Year MCAS ELA Results – All Students

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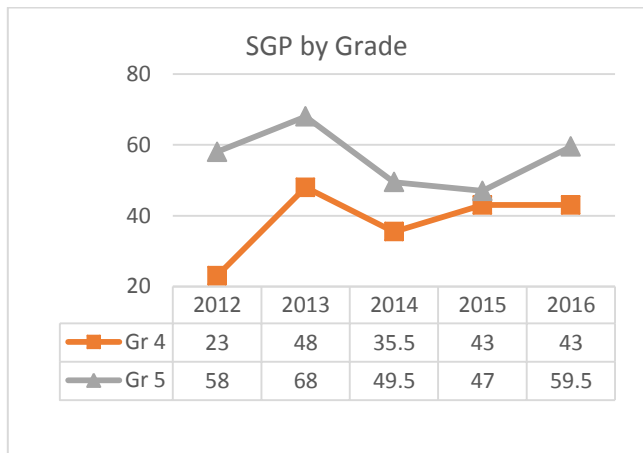
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Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	219	3	25	52	20	69.4	41.5
School 2013	239	3	37	46	30	76.7	53.5
School 2014	221	4	37	47	13	77.8	40.5
School 2015	244	3	41	43	13	78.0	45
School 2016	274	5	36	41	18	71.5	51
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	274	5	36	41	18	71.5	51
Students with Disabilities	32	0	9	16	75	36.7	43
ELL	64	0	11	45	44	48.0	31
Former ELL	69	6	49	38	7	81.2	56.5
Economically Disadvantaged	168	4	36	41	20	70.1	49.5
Male	132	3	32	44	21	67.4	46
Female	142	6	41	39	14	75.2	54

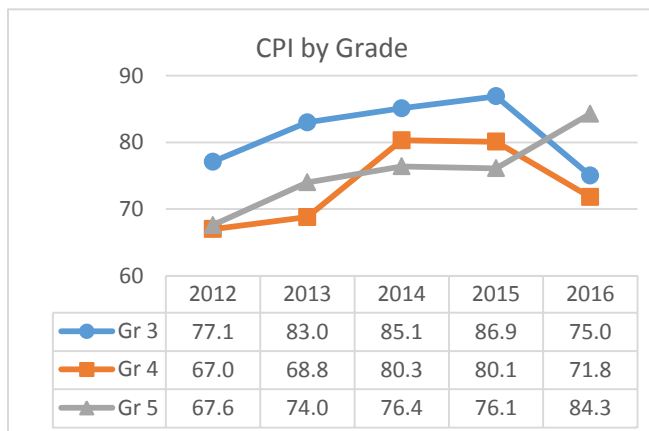
MATHEMATICS

Multi-Year MCAS Math Results – All Students

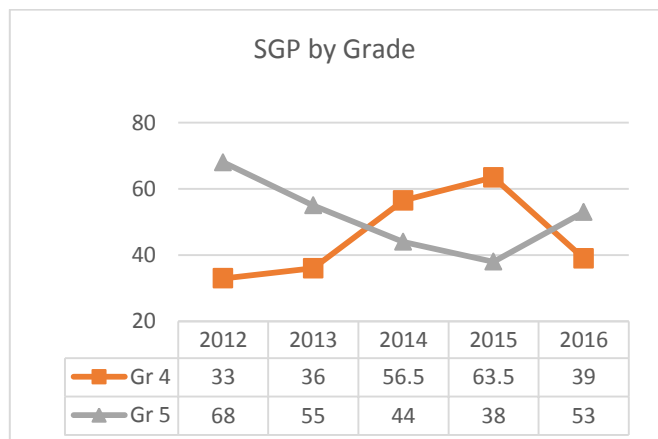
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Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	219	10	24	43	24	70.5	53
School 2013	238	10	29	42	19	75.1	46.5
School 2014	221	14	38	35	13	80.7	49
School 2015	244	18	40	30	12	81.7	47
School 2016	275	18	36	28	17	76.1	43
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	275	18	36	28	17	76.1	43
Students with Disabilities	32	0	13	22	66	41.4	43
ELL	65	5	32	25	389	58.5	21
Former ELL	69	29	38	26	7	84.8	48
Economically Disadvantaged	169	18	33	30	19	73.8	40
Male	133	20	32	30	18	74	44
Female	142	17	40	27	16	77.4	43

SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

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Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	71	4	10	44	42	59.2
School 2013	76	4	20	55	21	70.7
School 2014	72	8	22	51	18	72.9
School 2015	69	4	35	43	17	74.3
School 2016	66	11	39	36	14	76.5
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	66	11	39	36	14	76.5
Students with Disabilities	6					
ELL	6					
Former ELL	31	16	35	42	6	79.0
Economically Disadvantaged	39	10	38	31	21	74.4
Male	30	17	30	30	23	71.7
Female	36	6	47	42	6	80.6

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency	2013	2014	2015
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Level	ELL Students		ELL Students		ELL Students	
	#	%	#	%	#	%
Entering	34	17%	49	25%	38	18%
Emerging	27	14%	33	17%	30	15%
Developing	52	26%	48	24%	59	29%
Expanding	36	18%	43	22%	59	29%
Bridging	35	18%	26	13%	17	8%
Reaching	15	8%	1	1%	3	1%
Total	199		200		206	

ACCESS for ELLs Growth

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

ACCESS for ELLs change in proficiency level

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

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

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

Strengths:

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

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

Areas of Need:

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

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

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

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

Areas of Need:

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

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

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

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

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

Strengths:

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

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

Areas of need:

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

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

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

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

Strengths:

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

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

Areas of need:

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

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classrooms across all content areas.

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

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

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

Strengths:

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

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

Areas of need:

- Vertical alignment in planning practice

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

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

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

Strengths:

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

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

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

Areas of need:

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

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

Strengths:

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

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

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

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

Areas of need:

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

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

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

Strengths:

Bilingual School Social Worker

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

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

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

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

Coordinates partnerships with our community agencies.

Bilingual Parent Liaison:

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

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

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

Student Study Team:

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

Family School community engagement:

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

The Greater Boston Food Bank:

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

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

Lynn Community Health Center:

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

Cradles to Crayons:

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

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

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

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

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

Areas of need:

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

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

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

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus

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remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

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

Areas of need:

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

Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

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

Identified Area of Need:

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

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

Priority 1

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

Strategies/ Actions

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

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

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

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

Strategies/Actions

- Share our Professional Learning Goal:
By May 15th 2017, I will integrate a minimum of 5 effective cooperative learning protocols into my instructional routines. Connery's in-school professional learning will guide the implementation of these strategies as I work toward allowing students various ongoing opportunities to learn cooperatively while making their thinking visible.
- In-school PD provided by instructional support staff. Three meetings led by ELA CITs and three meetings led by Math Specialists.

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

Expected Outcome(s)

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

Timeline for Actions

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

Appendix A

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

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challenges in the implementation.

October Accountability Data Update and Reflections:

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

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

William P. Connery Elementary School

Reflection of Implementation of SY2016-2017 School Improvement Plan

Priority 1: Vertical Alignment to develop a common understanding of math content and practice standards, including their progressions with a focus on the skills, knowledge, and language necessary to enhance math planning and instruction.

Provide a description of the implementation of stated strategies/actions for Priority 1 from SY2016-2017.

- The Vertical Alignment Team created vertical alignment documents based on Math standards. These documents were shared with grade level teams and made available through a Connery Shared-Drive.
- Expectations were in place that teams would refer to these documents during Vertical Team Meetings and Common Planning Times.
- The Principal and Program Specialist routinely attended planning meetings to ensure curriculum alignment.

Provide evidence, qualitative and quantitative, relative to the expected outcomes for the priority.

- Teachers had a clear understanding of math skills, concepts, strategies, and vocabulary from the previous grade level as well as the next grade level. Teachers collaborated to establish common vertical alignment of language and content.
- The majority of grade level teams met the goal of generating at least two unit plans that included reflections surrounding vertical alignment documents.
- Grade level teams are working toward the goal of generating at least two unit plans that included prerequisite skills.

Based on the description of the implementation and evidence of outcomes, reflect on the successes and/or challenges of the implementation. (Use this reflection to refine the strategies/actions and outcomes in the 2017-2018 Action Plan.)

- A major strength of this priority was that teachers effectively collaborated to vertically align multiple math standards. However, all math standards were not covered during Vertical Alignment meetings in the 2016-2017 school year.
- A strength was the specific alignment of common math language horizontally and vertically in the building.
- A challenge is finding time to reflect because the bulk of planning centers around keeping pace with district guides to move forward.

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

Provide a description of the implementation of stated strategies/actions for Priority 2 from SY2016-2017.

- Connery teachers were able to integrate a minimum of five effective cooperative learning protocols into their instructional routines that were designed to increase student engagement while making student thinking visible.
- ELA CITs and Math Specialists provided six professional developments collectively surrounding cooperative learning protocols during the 2016-2017 school year.
- Lead Teachers shared cooperative learning protocols during Vertical Alignment Meetings. Grade level teams also shared common approaches and best practices to cooperative learning protocols during monthly Faculty Meetings.
- Cooperative learning protocols were evident in K-5 unit planners.
- Cooperative learning protocol folder was created and utilized on the Connery Shared-Drive.
- A sign-up system was established for peer observations.

Provide evidence, qualitative and quantitative, relative to the expected outcomes for the priority.

- Principal and Program Specialist observed equal to or greater than eighty-five percent student engagement during classroom activities.
- Cooperative learning protocols provided a structure for students to share their learning, understanding, and make their thinking visible.
- Students have a common understanding of the procedural knowledge of cooperative learning protocols from the 2016-2017 school year. This is evident through informal teacher feedback and observation.

Based on the description of the implementation and evidence of outcomes, reflect on the successes and/or challenges of the implementation. (Use this reflection to refine the strategies/actions and outcomes in the 2017-2018 Action Plan.)

- In-school professional development provided the staff with a visual understanding of and hands-on experience with cooperative learning protocols and routines.
- The platform for students to share their thinking has been established and has begun to increase ownership of student-led learning.
- Student engagement has collectively increased across the grade levels.
- Peer observation structures were in place, but the opportunity was not taken advantage of (possible reasons: loss of instructional time, clarity around expectations).
- Refinement of matching cooperative learning protocols to address student learning, needs, outcomes, and goals.

School Year 2017-2018 Action Plan

Refine Priority and Describe the Strategies/Actions
<p>Refer to the SY2016-2017 reflection document to refine the Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2017-2018 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.</p>
<p>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.</p>
<p>Identified Area of Need:</p> <ul style="list-style-type: none"> • Looking at data vs. using data to improve student learning • Vertical and horizontal alignment in planning practice
<p>Alignment to District Priority(s): Standards-based Instruction</p>

Priority 1	<p>Vertical Alignment to develop a common understanding of math content and practice standards, including their progressions with a focus on the skills, knowledge, and language necessary to enhance math planning and instruction.</p>
Strategies/Actions	<ul style="list-style-type: none"> • Vertical Alignment Team will continue to create vertical alignment documents (standard progression tools) and share them with their respective grade-level teams. These documents are available on the Connery Shared-Drive. • Meetings used to align content knowledge and strategies will include Faculty Meetings, Vertical Team Meetings, Common Planning Times, and Teacher Collaboration Meetings. • The Principal and Program Specialist will routinely attend planning meetings to support and ensure curriculum alignment.
Expected Outcome(s)	<ul style="list-style-type: none"> • Grade-level teams will access the vertical alignment documents on the Connery Shared-Drive during planning meetings. • Prerequisite skills included in vertical alignment documents will be added to two or more unit plans. • In two or more unit plans, reflection surrounding vertical alignment documents will be evident.
Timeline for Actions	<p>Monthly meetings with Vertical Team and administrators; weekly during TCM/PLT, continuing in SY 17-18.</p>

School Year 2017-2018 Action Plan

Refine Priority and Describe the Strategies/Actions
<p>Refer to the SY2016-2017 reflection document to refine Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2017-2018 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.</p>
<p>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.</p>
<p>Identified Area of Need:</p> <ul style="list-style-type: none"> • Developing and implementing common language around effective writing instruction • Building a vertical and horizontal common understanding around six traits and the writing process
<p>Alignment to District Priority(s): Effective Instruction</p>

Priority 2

Effective instruction surrounding six traits and the writing process

Strategies/Actions

- Three school-based professional learning meetings to help facilitate vertical and horizontal alignment regarding the 6 Traits of Writing and the Writing Process.
- Student writing will be collected for review in December, March, and May. Teachers will receive grade level and individual feedback (stars and stairs) from administrators.
- Team Leaders sharing experiences and best practices relating to writing unit projects during Vertical Meetings.
- Weekly planning of writing instruction.

Expected Outcome(s)

- Evidence of teacher-led writing process activities. Artifacts can include, but are not limited to, anchor charts, whole group drafting, and lesson plans.
- 3 published pieces per student
- Students will become familiar with and utilize the steps of the writing process while incorporating the six traits.

Timeline for Actions

- Professional learning meetings take place in October, January, and March
- Monthly meetings with Vertical Team and administrators; weekly during TCM/PLT, continuing in SY 17-18.

Refine Priority and Describe the Strategies/Actions

Refer to the SY2017-2018 reflection document, the results from the Action Plan Implementation Survey to the staff, and data from the Data Dip to refine the Priorities for School Improvement (if necessary). Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2018-2019 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.

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

Identified Area of Need:

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

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

Priority 1: Vertical alignment to develop a common understanding of math content and practice standards, including their progressions with a focus on the skills, knowledge, and language necessary to enhance math planning and instruction.

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Grade-level teams will use the Vertical Alignment documents created by the Vertical Alignment Team.	Grade-level teams will use these documents during unit and lesson planning meetings to drive math instruction.	The Principal and Program Specialist will attend PLT meetings and monitor usage within the classrooms.	Oct. 2018- June 2019	Grade-level teachers Program Specialist Principal
2.	Grade-level teams will embed formative assessments within their lessons to assess knowledge of math standards.	Lessons with formative assessments embedded within them. Teachers will use formative assessment data to adjust their practice.	The Principal and Program Specialist will monitor lessons and conduct classroom observations, walk-throughs and evaluations.	Oct. 2018- June 2019	Grade-level teachers Program Specialist Principal
3.	Grade-level teams will develop standards-based concept maps focusing on NBT,NF, OA and MD.	The grade-level teachers will use concept maps in planning and in instruction.	The Principal and Program Specialist will monitor lessons and conduct classroom observations, walk-throughs and evaluations.	Oct. 2018- June 2019	Grade-level teachers Program Specialist Principal

Refine Priority and Describe the Strategies/Actions

Refer to the SY2017-2018 reflection document, the results from the Action Plan Implementation Survey to the staff, and data from the Data Dip to refine the Priorities for School Improvement (if necessary). Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2018-2019 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.

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:

- Developing and implementing common language around effective writing instruction
- Building a vertical and horizontal common understanding around six traits and the writing process

Alignment to District Priority(s): Effective Instruction

Priority 2: Effective Instruction surrounding six traits and the writing process

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Grade-level teams will continue to produce weekly planning of writing instruction.	Evidence of teacher-led writing process activities. Artifacts can include but are not limited to: anchor charts, whole-group drafting, and lesson plans.	The Principal and Program Specialist will attend PLT meetings and monitor usage within the classrooms.	Oct. 2018- June 2019	Grade-level teachers Program Specialist Principal
2.	Grade-level teams will incorporate writing prompts and text-based essays for students to increase their writing abilities in content areas.	Evidence of teacher-led writing process and text-based essay activities. Artifacts can include but are not limited to: anchor charts, whole-group drafting, graphic organizers and lesson plans. Teachers will use previously released MCAS questions to produce text-based essays.	The Principal and Program Specialist will review lesson plans and give feedback and monitor usage in the classrooms.	Oct. 2018- June 2019	Grade-level teachers, Program Specialist, Principal