

W. P. Connery Elementary School
School Improvement Plan
2015-2016

School Improvement Team

Dr. Mary E. Dill, Principal
James Kennison, Program Specialist
Rita Gallo, Curriculum and Instruction Teacher, Gr. K,1
Katia Spiess, Math Teacher
Nicole Oak, Curriculum and Instruction Teacher, Gr. 2, 5
Karen Lospennato, Curriculum and Instruction Teacher, Gr. 3, 4
Colleen Flick, Grade 4 Teacher
Kerri Katsos, Grade 5 Teacher
Elizabeth Dunnigan, ESL Teacher
Shannon Walsh, Special Education Teacher
Laura McGaughey, Social Worker

School Council Members

Dr. Mary E. Dill, Principal
James Kennison, Program Specialist
Vanessa Masucci, School Council Co-Chair, Grade 2 Teacher
Magna Toc De Matul, Council Co-Chair, Parent
Victor Valdoni, ESL Teacher
William Logue, Grade 3 Teacher
Gina O'Toole, Para-Professional
Nicole Oak, CIT, Gr. 2, 5
Karen Lospennato, CIT, Gr. 3, 4
Lee Ann Cutter, School Secretary
Irma Pena, Parent
Staci Bowman, Parent
Kereema Abed, Parent
Roxana Miranda, Parent
Persia Rosado, Parent

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School Vision and Mission

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

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

“To provide all Connery School students with equitable opportunity for optimal achievement in all academic areas.”

Connery School Mission Statement

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, 13% Asian, 6% 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 51.3% 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.

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The staff of the Connery Elementary School is comprised of 47 educators including 1 Principal, 1 Program Specialist, and 45 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, 40 teachers and paras have remained with the school. There are 32 Highly Qualified and Professional Status teachers at Connery, while 15 other teachers are working and completing course work toward professional status.

Student Enrollment

	2013	2014	2015	2015 District
PreK	36	30	27	265
Kindergarten	109	112	104	1,222
Grade 1	103	108	120	1,479
Grade 2	93	100	103	1,379
Grade 3	80	79	104	1,275
Grade 4	93	78	81	1,155
Grade 5	78	76	73	1,086
Total	592	583	612	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	69.2	75.6	90.0	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	5%	5%	11%	7%	6%
26-56	79%	83%	77%	70%	75%
Over 56	16%	12%	12%	23%	19%
Median Yrs Experience	-	-	6	8	-
% ≥ 10 Yrs Experience	-	-	30%	45%	-

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.6	95.1	95.7	94.0	94.9
Absent 10 or more days (%)	27.7	34.6	27.9	38.2	30.4
Chronically Absent (% with < 90%)	11.5	13.0	8.9	19.1	12.3
Student Retention Rate	7.8	2.2	1.6	4.2	1.6
Out-of-School Suspension Rate	4.7	3.0	4.7	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	6.6	6.3	6.4	10.7	8.7
Asian	10.3	12.3	13.2	9.2	6.3
Hispanic	73.8	73.1	72.7	56.4	17.9
White	7.6	6.7	6.2	19.6	63.7
Multi-Race	1.5	1.4	1.5	3.8	3.1
Male	48	48	48	53	51
Female	52	52	52	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	77.7	75.5	72.2	54.1	18.5
English Language Learner	35.1	33.8	32.8	18.8	8.5
Special Education	6.8	6.0	6.5	15.4	17.1
Economically Disadvantaged	-	-	51.3	46.2	26.3

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

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

Core Instructional Programs

As of September 2014, Connery School began the implementation of the Go Math series as the primary math resource in grades K-5. During the 2014-15 school year, Grades K-5 used Harcourt Trophies as their primary resource for ELA instruction. Moving forward in 2015-16, Grades K-2 will transition to the National Geographic Reach program as the primary resource. By autumn of 2016, Grades K-5 will have made the transition to the Reach program as their primary ELA resource. 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. During the 2014-15 school year, Grades 3-5 used the Know Atom Science Program as the vessel through which science instruction was delivered. Grades K-2 used science lessons developed by the district science department as their primary science resource. The district science department will implement a complete K-5 roll-out for the 2015-16 school year.

Tiered Instruction / Supports and Interventions

Curriculum Instruction Teachers modeled whole group and small group instruction, participated in co-teaching lessons, and used relevant data to select students for group work geared toward both remediation for those in need and extension for those ready to march ahead. During the 2014-15 school year, Reading Interventionists worked with students not meeting benchmark in DIBELS throughout Grades K-2. They grouped students with similar needs together and worked with them in small group for 30 minute blocks daily. Three ESL interventionists worked with over 200 English Language Learners (ELLs) throughout the course of the year. 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. Every classroom teacher works with students in small groups across the curriculum on a daily basis. In addition, Grades 4 and 5 set up a dedicated intervention block on their schedules in which students were targeted for remediation. Connery utilizes a variety of computer programs which aid in our intervention efforts. These programs include Success Maker, iRead, First in Math, and Imagine Learning.

Assessment Practices

Connery uses a variety of assessments to guide instruction and promote student learning. These assessments include district-generated end-of-unit Math assessments, standards-based teacher-generated common assessments in ELA Grades K-5, DIBELS and DAZE, District Cumulative Assessments in ELA and Math, and Reading to Learn (RtL) activities. The 2015-16 school year will bring a new set of reading comprehension, vocabulary, and spelling assessments for Grades K-2. The Connery staff implemented Formative Assessment for Results (FAR) strategies and practices throughout the year to assess students throughout units of instruction. This practice was 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 Common Planning Time every other Friday for 1 ½ hours per team. We have also implemented Teacher Collaboration Time on Wednesdays for 40 minutes. The staff attended monthly FAR professional learning sessions on Mondays from 2:30-4:30. For the 2015-16 school year, Connery will continue its

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work involving the FAR initiative and also partake in REACH support professional learning for two hours each month. Connery staff members will also attend district-provided Elementary Science Curriculum professional learning sessions.

Indicators of the School Culture

Connery School had a lot to celebrate in 2014-15. The Connery culture is one that promotes acceptance and the attitude that we should always help others when we have the opportunity. The Connery Clean Team, which consisted of teachers and students, met every Thursday to clean the premises and plant and water flowers. Connery's Student Council met twice a month after school and provided 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 May, Connery celebrated 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 with a FiM Star. 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.

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.

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.

There is no current perception data available. We plan to collect perception data from teachers, students, and parents during the 2015-2016 school year.

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).

From 2011 to 2013 the Connery students showed sufficient progress for the DESE to announce that the school would shed its level 4 status and be designated as a level 3 school. This was a major accomplishment which was achieved due to the hard work and dedication of the students, parents, and staff of Connery. The Connery staff analyzes data on a regular basis and the results are used to guide instruction and increase student learning.

Some of the recent trends with Connery's MCAS data include an aggregate Math CPI above our target, a Science CPI surpassing the target, and an ELA CPI that was slightly below the target while still being an improvement from the previous year. Connery's former ELLs (FLEPs) had the highest Math CPI of any subgroup. The ELL population showed a 9% increase in high growth on ACCESS, while there was a 9% decrease in students who showed low growth. Connery's 2014-15 DIBELS results were impressive as the percentage of students showing high and moderate growth was greater than the district percentage.

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, 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: 18									
Cumulative PPI (all students) 100									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	69.4	76.7	77.8	1.1	25 th	On Target	78.0	0.2	Improved Below Target
SGP	41.5	53.5	40.5	-13	16 th	Below Target	44	3.5	Below Target
% Advanced	3.2	2.5	3.6	1.1	11 th	Met Target	3.0	-0.6	Not meeting target
% Warning	14.2	9.6	8.1	-1.5	36 th	Met Target	9.8	1.7	Not meeting target
<u>Math</u>									
CPI	70.5	75.1	80.7	5.6	34 th	Above Target	81.7	1.0	Above Target
SGP	53	46.5	49	2.5	40 th	On Target (SH)	47	-2	Below Target
% Advanced	9.6	10.1	14.5	4.4	18 th	Met Target	18.9	4.4	Met Target
% Warning	18.3	10.1	8.6	1.5	41 st	Met Target	8.2	-0.4	Not meeting target
<u>Science</u>									
CPI	59.2	70.7	72.9	2.2	23 rd	Above Target	74.3	1.4	Above Target
% Advanced	4.2	3.9	8.3	4.4	25 th	Met Target	4.5	-3.8	Not meeting target
% Warning	29.6	9.2	9.7	0.5	35 th	Not meeting target	13.6	3.9	Not meeting target

**2015 Accountability Data are Preliminary.*

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	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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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 2015	Spring 2015		School	District
Above/Well Above Avg	27 (27%)	26 (26%)	High	11 (11%)	276 (24%)
Average	37 (37%)	21 (21%)	Moderate	20 (20%)	221 (19%)
Low Average	8 (8%)	14 (14%)	Typical	20 (20%)	176 (15%)
Below Average	13 (13%)	15 (15%)	Low/Declined	49 (49%)	472 (41%)
Well Below Average	15 (15%)	24 (24%)			
CPI	80.3	71.0	Total	100	1,145

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	10 (9%)	17 (15%)	High	19 (17%)	144 (11%)
Average	23 (20%)	26 (23%)	Moderate	35 (31%)	299 (22%)
Low Average	15 (13%)	19 (17%)	Typical	35 (31%)	487 (36%)
Below Average	32 (28%)	27 (24%)	Low/Declined	25 (22%)	439 (32%)
Well Below Average	34 (30%)	25 (22%)			
CPI	60.3	67.5	Total	114	1,369

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	11 (11%)	13 (13%)	High	24 (24%)	236 (19%)
Average	23 (23%)	32 (32%)	Moderate	27 (27%)	264 (21%)
Low Average	20 (20%)	23 (23%)	Typical	24 (24%)	367 (29%)
Below Average	23 (23%)	14 (14%)	Low/Declined	24 (24%)	379 (30%)
Well Below Average	22 (22%)	17 (17%)			
CPI	66.7	74.2	Total	99	1,246

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	16 (16%)	20 (20%)	High	9 (9%)	136 (12%)
Average	32 (33%)	32 (33%)	Moderate	26 (27%)	271 (24%)
Low Average	15 (15%)	11 (11%)	Typical	23 (24%)	300 (27%)
Below Average	22 (23%)	18 (19%)	Low/Declined	39 (40%)	416 (37%)
Well Below Average	27 (26%)	16 (16%)			
CPI	75.5	75.5	Total	97	1,123

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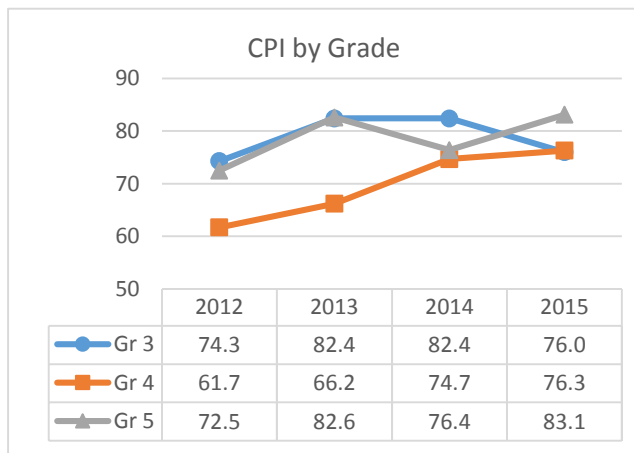
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ENGLISH LANGUAGE ARTS

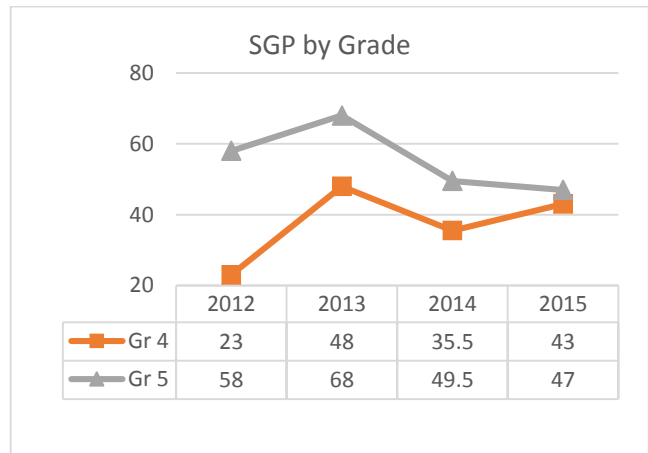
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 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
District 2015	7,228	8	43	33	15	78.8	46

Multi-Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	244	3	41	43	13	78.0	45
Students with Disabilities	26	0	4	42	54	65.4	-
ELL	53	0	21	58	21	67.0	-
Former ELL	60	2	52	35	12	82.9	47
Economically Disadvantaged	111	2	43	47	8	77.3	43
African American /Black	15	0	47	33	20	75.0	-
Asian	18	11	56	28	6	88.9	-
Hispanic	194	2	39	45	13	76.7	44
White	14	7	36	43	14	87.5	-
Male	109	2	35	48	16	75.7	39.5
Female	134	4	46	40	11	80.0	53.5

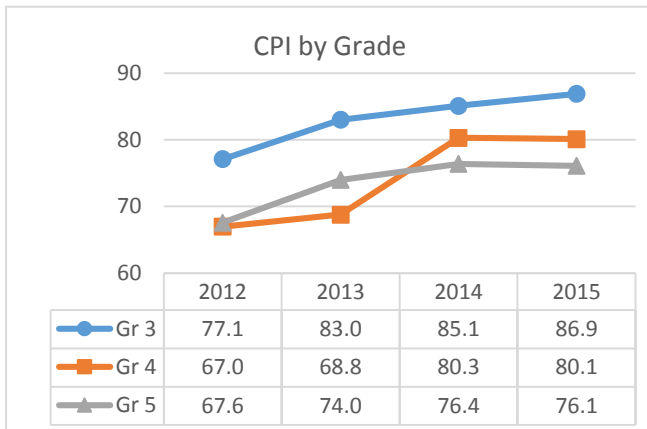
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MATHEMATICS

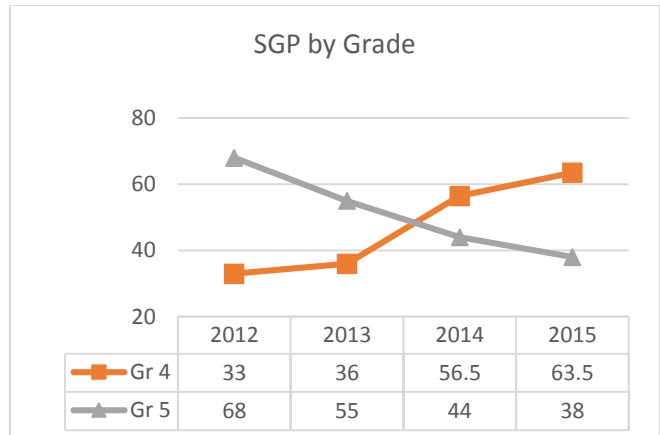
Multi -Year MCAS Math Results – All Students

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
District 2015	7,312	15	28	32	24	71.4	45

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	244	18	40	30	12	81.7	47
Students with Disabilities	29	7	17	17	59	62.1	-
ELL	54	11	43	30	17	79.2	-
Former ELL	61	25	36	26	13	83.2	49
Economically Disadvantaged	148	18	39	28	16	80.7	46
African American /Black	16	12	38	31	19	75.0	-
Asian	18	39	39	11	11	87.5	-
Hispanic	195	16	42	31	11	81.9	49
White	13	23	23	38	15	80.8	-
Male	109	17	42	28	13	81.9	43.5
Female	135	19	39	31	12	81.5	50

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

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
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)						

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	69	4	35	43	17	74.3
Students with Disabilities	10	0	30	0	70	67.5
ELL	3	-	-	-	-	-
Former ELL	22	5	18	55	23	69.3
Economically Disadvantaged	43	5	35	37	23	74.4
African American /Black	6	-	-	-	-	-
Asian	10	0	50	50	0	85.0
Hispanic	52	6	29	46	19	72.1
White	1	-	-	-	-	-
Male	32	9	31	44	16	77.3
Female	37	0	38	43	19	71.6

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	39	26%	34	17%	49	25%
Emerging	10	7%	27	14%	33	17%
Developing	38	26%	52	26%	48	24%
Expanding	47	32%	36	18%	43	22%
Bridging	15	10%	35	18%	26	13%
Reaching	0	0%	15	8%	1	1%
Total	149		199		200	

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%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	-	20 (57%)	15 (43%)	-	-	-
Emerging	-	1 (4%)	10 (37%)	11 (41%)	5 (19%)	-
Developing	-	-	17 (40%)	21 (50%)	4 (10%)	-
Expanding	-	-	-	9 (33%)	17 (63%)	1 (4%)
Bridging	-	-	-	1 (100%)	-	-
Reaching	-	-	-	-	-	-
Total (132)	0	21	42	42	26	1

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

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

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

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 ELA/Literacy and Mathematics. 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.

Last year instructional staff engaged in regular discussions of student learning expectations horizontally and vertically. Grades 4 and 5 engaged in monthly ELA Curriculum Alignment Afterschool Meetings.

Instructional materials (Go Math!, Anchor Comprehension, Trophies, REACH, KnowAtom, 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 are available in all classrooms.

Areas of Need:

Instructional staff requires more in-depth analysis and alignment vertically of Standards in ELA for K-3 and Writing K-5. Staff also requires more professional development with a focus on incorporating the Standards of Mathematical Practice in math instruction. The creation and development of MPis to modify curriculum/expectations for our ELL population 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 small group instruction, explicit teaching of reading comprehension, tiered instruction, anchor charts, higher order questioning, and accountable talk. Instructional practices such as coding objectives, Turn and Talk, GoGoMo, Chalk Talk, Math Grapples (Grades 4-5), and RtL are also being used. We are continuing to refine components of Formative Assessments (FAR) including: success criteria, concept maps, and teacher-student feedback.

Areas of Need:

Areas of need include further development of small group instruction in math as well as ongoing staff development for new staff regarding school initiatives.

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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.
<p>Strengths:</p> <p>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.</p> <p>Grades 4 and 5 use MCAS 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.</p>
<p>Areas of need:</p> <p>Areas for further development include a vertical alignment of writing rubrics between grades as well as further analysis of data taken from Test Wiz.</p>

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.
<p>Strengths:</p> <p>During the 2014-2015 school year professional development supported the school’s participation in the district’s Formative Assessment for Results (FAR) initiative. Guided through formative assessments, teacher teams worked collaboratively to identify desired outcomes and create rigorous and relevant performance tasks. This included (FAR) Professional Development for teacher leaders twice monthly and once a month for all staff. Additional professional development included 40 hours of Grade 4 and 5 vertical alignment. English as a Second Language (ESL) meetings for all staff are held four times a year to disaggregate individual ELL student achievement data and discuss strategies to include all learners. Test Wiz training provided quick test results and turnaround time to analyze and use data effectively.</p> <p>Staff was supported through District Coaches in English Language Arts (ELA), Math, and ESL. Support is also provided through instructional coaching and mentoring through Curriculum Instructional Teachers (CITs) and Math Teachers.</p>
<p>Areas of need:</p> <p>Areas for further development include monitoring implementation of previous Professional Development. Professional learning through the participation in Peer Observations /Learning Walks. Professional Development for the District’s new Science Curriculum, ELA Curriculum, Writing Curriculum, and the Standards of Mathematical Practice.</p>

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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.

- FAR Retreat August 2015 – Teachers collaborated with a Research for Better Teaching (RBT) Consultant/Connery Staff on upcoming math units with a focus on concept maps, success criteria, and formative assessments.
- Common Planning Time (1 x 40 minutes a week) – Administration/CIT-driven with a focus on data, professional development, and school processes.
- Teacher Collaboration 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)
- FAR professional development opportunities

Areas of need:

- Topics/resources to better align grade-levels at Vertical Meeting
- Opportunities for Peer Observations/Learning Walks (District supported)

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.
- Common Planning Times/Teacher Collaboration 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, while grades 3-5 use SuccessMaker 3X a week for 40 minutes. All grades use the First in Math District program daily and at home to support math concepts. Our SPED/ELL population uses Imagine Learning 3x a week after school.
- Student Study Team Meetings meet monthly to discuss student concerns, lack of progress, and/or high risk students.
- Our SPED population is mainstreamed into least restrictive environment as needed.
- Leaders and instructional staff regularly monitor students' progress in relation to interventions. A 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 minutes.

Areas of need:

- Increased opportunities for before and after school support for Tier 3.

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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:

- Office referral protocol
- LCHC
- The Color System
- Second Step
- Shamrock Student of the Month
- Adjustment Counselor
- Social Worker
- Parent Liaison
- Student Study Team
- Greater Boston Food Bank
- Healthy Snack Program
- Anti-Bullying Rally
- Chain of Kindness
- 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 student buddy system and increased opportunities for parental involvement.

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:

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 tour 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.

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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 brain storm 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.

Lynn Community Health Center:

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 Community Fair where kids and their families obtain free flu shots and can receive educational information from other agencies like WIC, after school programs and more.

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The Connery School has an International Night every spring where families and students are encouraged to 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
- Old Neighborhood Foods
- School Council and PTO
- MCAS Disclosure Meetings
- Parenting Classes by social worker
- Fall Community Health Fair
- International Night

Areas of need:

- Increased opportunities for parental involvement

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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 Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Instruction practices, Assessment

Priority 1

Strengthen FAR Concept Maps, Success Criteria, Feedback

Strategies/Actions

- Priority area one focuses on the continued professional learning, practice, and collaboration of grade level teams based on our ongoing work with Formative Assessment for Results (FAR).
- Research for Better Teaching (RBT) will be available to help guide Connery through further FAR learning and implementation.
- Connery's Vertical Team (FAR Leaders) will continue to meet and discuss FAR practices throughout the school year.
- Concept/Learning maps will be used to drive planning and clarify the learning journey for both teachers and students.
- Common strategies for student feedback will be decided upon and practiced throughout the school in order to ensure timely and effective feedback that will help increase levels of student learning.
- Through FAR practices and strategies, timely intervention models will be used by both classroom teachers and specialists.
- Connery will increase its usage of TestWiz in an effort to collect and analyze data that will be used for student grouping and intervention.
- Grade-level teams will meet on a regular basis to share, discuss, and critique success criteria examples for students. This practice will guide staff toward making sure students have clarity on how to be successful.

Expected Outcome(s)

- Increased clarity of the learning journey for both teachers and students
- Increased/quicker feedback from formative assessments
- More timely tiered intervention
- Quicker turnaround of data analysis with increased TestWiz use
- Increased student achievement
- Increased SGPs

Timeline for Actions

FAR Retreat August 2015; Ongoing during SY15-16

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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: Curriculum, Instructional practices

Priority 2

Vertical Alignment for implementation of common understanding, language, and strategies across content areas

Strategies/Actions

- Document and literature review, the vertical sharing of grade-level materials, and an array of meetings.
- Meetings used to align content knowledge and strategies will include faculty meetings, Vertical Team meetings, Common Planning Times, Teacher Collaboration Meetings, and Reach meetings for Grades K-2.
- The principal and program specialist will routinely schedule classroom walkthroughs to support and ensure curriculum alignment.

Expected Outcome(s)

- Increased vertical alignment among grade levels
- Increased clarity about how standards progress from K-5
- Bank of common strategies
- Common vocabulary
- Increased student achievement
- Increased SGPs

Timeline for Actions

Weekly meetings with vertical team and administrators; Monthly faculty meetings beginning September 2015; ongoing during SY15-16

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: