William Fallon Elementary School

School Improvement Plan

2015-2016

School Improvement Team

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School Council Members

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens. **Mission:** To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

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

Narrative Description of the School

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

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

Student Enrollment

	2013	2014	2015	2015 District
Pre-K	1	1	0	265
Kindergarten	2	3	0	1,222
Grade 1	5	4	4	1,479
Grade 2	10	6	3	1,379
Grade 3	11	11	9	1,275
Grade 4	9	11	8	1,155
Grade 5	4	7	9	1,086
Grade 6	4	6	7	954
Total	**46**	**48**	**40**	**7,861**

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	100	100	86.7	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	-	4%	4%	7%	6%
26-56	-	74%	68%	70%	75%
Over 56	-	22%	28%	23%	19%
Median Yrs Experience	-	-	14	8	-
% ≥ 10 Yrs Experience	-	-	78%	45%	-

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	-	88.2	87.1	94.0	94.9
Absent 10 or more days (%)	-	61.0	71.7	38.2	30.4
Chronically Absent (% with < 90%)	-	44.1	54.7	19.1	12.3
Student Retention Rate	-	2.3	2.2	4.2	1.6
Out-of-School Suspension Rate	-	57.6	57.1	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	19.6	22.9	20.0	10.7	8.7
Asian	2.2	2.1	0.0	9.2	6.3
Hispanic	45.7	37.5	42.5	56.4	17.9
White	28.3	27.1	32.5	19.6	63.7
Multi-Race	4.3	10.4	5.0	3.8	3.1
Male	74	77	80	53	51
Female	26	23	20	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	28.3	20.8	25.0	54.1	18.5
English Language Learner	8.7	6.2	2.5	18.8	8.5
Special Education	100	100	100	15.4	17.1
Economically Disadvantaged	-	-	62.5	46.2	26.3

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 MTELs.

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

William Fallon Elementary School has implemented a number of programs as well as interventions to meet the needs of all learners. Teachers are regularly differentiating instruction for all students including English Language Learners and Students with Disabilities. Curriculum and instruction focuses have included:
- Reading Comprehension strategies are explicitly taught in all content areas. Grades 4 and 6 receive supplemental Professional development offered through LPS, in which all ELA teachers at Fallon have participated. Reach Reading program for grades K-2 has been purchased throughout the city.
- Teachers observed lessons taught by veterans of the Reach Reading program. Common language is used across grade levels and provides a connection as students progress through the grades.
- Grades 4 and 6 receive supplemental practice on close reading strategies 5 x 40 minutes every other week. On the opposite weeks they receive supplemental practice in the area of solving word problems in math.
- Collections is the new grade six reading program. This curriculum focuses on the strategy of close reading which leads to achieving a deep understanding of the text (language, craft and theme, literary techniques and tone).
- An increase of small group instruction to address the needs of students at their individual levels at all grade levels.

Assessment Practices
- Formative assessments, Universal Design for Learning (UDL), engagement strategies, Total Participation Techniques (TPT), and differentiation at the readiness level and learning style are part of a daily routine in classrooms. During weekly staff meetings teachers participated in a TPT book share. Informal assessments, such as tickets to leave, quick writes, and 3,2,1 are used daily as part of formative assessment. Each student is provided with academic check in cards to signal the teacher if they are at the independent, guided level or in need of support.
- William Fallon Elementary School uses a variety of formal, informal and authentic assessments to measure students' progress and strengths and weaknesses (Woodcock-Johnson, DIBELS Next benchmark and progress monitoring, Daze benchmark and progress monitoring, Wilson, Corrective Reading, Reading Mastery, Fundations, LPS math and ELA unit and benchmark assessments). Results from these assessments document that our students' continue to make adequate yearly progress.

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

In an effort to support the whole child, the William Fallon Elementary School has focused on engaging parents and supporting the students social/emotional needs through the following:
- Open Door Policy- Fallon Staff will be available to any family member in need.
- Coffee Hour: Clinical staff at the school or within the community will lead groups in areas of concern, such as ADHD, Bi-Polar Disorder, medication, anger management, behavior management, homework, reading, gang awareness, and accessing community services. Weekly coffee hour has been quite effective and successful. This gives the caretakers an opportunity to meet with others and share their concerns and strategies.
- The school has established a parent section in the library for families. Books, magazines were purchased addressing many of the concerns special education children face at home, in the community, and at school. There is also a space with computer access for parents to do use.
- Annual and three year IEP meetings.
- The school has an Open House in September and two scheduled Parent/Guardian Teacher Conferences to address the academic and social progress of students. For those parents who are unable to attend on the scheduled nights, teachers will meet them at their convenience.
- Communication is imperative for this population of students. Daily Classroom Reports are sent home to inform families of their child's performance. Parents/Guardians know their children best; therefore it's vital for staff and families to collaborate on a regular basis to ensure success.
- Net Connect is used to keep parents abreast of upcoming events and important information.
- The William Fallon Elementary School provides numerous ways to be involved. Families are invited to volunteer in the classroom, attend fieldtrips and the education fairs, (math, multicultural, science), book week, art show and ice cream social. The staff at the school hosts Ladies' Spa Night (yoga, manicures, meditation, salsa dancing, and smoothies) for all those hard working women in our students' lives.
- Parents/Guardians facilitate and participate in various fundraisers, (McDonalds, raffles, Tides).
- All students participate in community service projects such as collecting plastic bags, box tops, flip tabs, Labels for Education, canned good drive, recycling, Walk for My Brother's Table.

- Students " pay it forward" on Tuesdays. Morning message includes gratefulness and appreciation acknowledgements.
- Playworks is a recess model implemented to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Teachers, paraprofessionals, clinical staff, and childcare workers were trained in Playworks games. Students are taught Playworks games and procedures at the beginning of the year and during physical education class. Some of these strategies (lining up, rock/paper/scissors, word of the day and high five), have been carried over into the classroom. The school's Playworks goal is that all students are participating in game or individual activity.

Create strategies to attract highly qualified teachers

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

Teacher Evaluation

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

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

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

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

The CCSS are the driving force behind all curriculum decisions. Standard Based Instruction units and lesson plans are developed using LPS curriculum guides and maps using a Response to Intervention (RTI) model. UDL engagement strategies, writing traits, vocabulary, activators and summarizers are embedded in daily lessons with modifications and differentiation based on readiness and learning style.

Teachers participate in focus groups based upon the identified needs of the school. Previous focus groups have included (vocabulary development, standard based lesson planning, writing traits, Universal Design for Learning). Research of the information from the focus groups is shared with other staff members during staff meetings. Each group presents 3-4x/year for professional development purposes. The focus groups for school year 2015-2016 are UDL (engagement and perception), ELA (Close Reading), and ELA (writing traits) and each teacher is a member of one focus group.

Professional Development on rubrics, work stations, learning centers, I-Pads, Smartboards, therapeutic interventions (yoga, mindfulness, cognitive behavior therapy) and mental health disorders (RAD, ADHD, Truama, PTSD).

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

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

Since 2013, the CPI for ELA has increased from 76.0 to 80.6 and the CPI for Math from 66.7 to 81.3. All students that participated in the 2015 MCAS (paper and pencil test) scored in the NEEDS IMPROVEMENT OR ABOVE CATEGORY.

ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Due to the low number of students in each grade, DESE does not assign an overall level based on PPI. The CPI in Math and ELA has increased yearly since 2013.

Accountability and Assistance Level: INSUFFICIENT DATA									
School Percentile: NA									
Cumulative PPI (all students)									
Proficiency Gap Narrowing	**2012**	**2013**	**2014**	**2014 Change**	**2014 %ile**	**2014 Rating**	***2015**	**2015 Change**	**2015 Rating**
ELA									
CPI	-	76.0	77.4	1.4	24th	On Target	80.6	3.2	On Target
SGP	-	-	-				-		
% Advanced	-	3.8	3.2	-0.6	10th	Not meeting target	20.0	16.8	Met Target
% Warning	-	11.5	3.2	-8.3	73rd	Met Target	0.0	0.0	Met Target
Math CPI	-	66.7	80.0	13.3	32nd	Above Target	81.3	1.3	Above Target
SGP	-	-	-				-		
% Advanced	-	8.3	13.3	5.0	16th	Met Target	28.6	15.3	Met Target
% Warning	-	29.2	0.0	-29.2	4th	Met Target	0.0	0.0	Met Target
Science CPI	-	-	-				-		
% Advanced	-	-	-				-		
% Warning	-	-	-				-		

*2015 Accountability Data are Preliminary.

Historical Accountability Data

Insufficient Data

Early Literacy Results

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

Achievement Level	# and % of Students		Growth	# and % of Students	
	Fall 2014	*Spring 2015*	(Change in %ile)	*School*	*District*
Above/Well Above Avg	1	0	High	0	136 (12%)
Average	0	0	Moderate	1 (13%)	271 (24%)
Low Average	2	3	Typical	5 (63%)	300 (27%)
Below Average	1	1	Low/Declined	2 (25%)	416 (37%)
Well Below Average	4	4			
CPI	50.0	46.9	Total	8	1,123

4th Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students	
	Fall 2014	*Spring 2015*
Above/Well Above Avg	1	2
Average	1	2
Low Average	0	0
Below Average	1	2
Well Below Average	3	0
CPI	54.2	83.3

5th Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students	
	Fall 2014	*Spring 2015*
Above/Well Above Avg	0	0
Average	2	1
Low Average	0	1
Below Average	1	0
Well Below Average	0	1
CPI	83.3	66.7

ENGLISH LANGUAGE ARTS

Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	26	4	15	19	62	76.0	-
School 2014	31	3	23	23	52	77.4	-
School 2015	31	10	26	13	52	80.6	-
District 2015	7,227	8	44	33	15	78.9	46

MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	31	10	26	13	52	80.6	-
Students with Disabilities	31	10	26	13	52	80.6	-
Economically Disadvantaged	22	5	18	18	59	76.1	-
African American /Black	7	-	-	-	-	-	-
Hispanic	10	10	30	10	50	82.5	-
White	13	15	15	15	54	80.8	-
Male	27	11	26	15	48	80.6	-
Female	4	-	-	-	-	-	-

MATHEMATICS

Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	24	8	13	13	67	66.7	-
School 2014	30	13	13	17	57	80.0	-
School 2015	32	12	28	3	56	81.3	-
District 2015	7,231	15	28	32	24	71.4	45

MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	32	12	28	3	56	81.3	-
Students with Disabilities	32	12	28	3	56	81.3	-
Economically Disadvantaged	23	9	22	4	65	77.2	-
African American /Black	7	-	-	-	-	-	-
Hispanic	11	9	27	9	55	81.8	-
White	13	8	31	0	62	76.9	-
Male	28	14	29	4	54	83.0	-
Female	4	-	-	-	-	-	-

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:
- Using the CCSS, DESE units and LPS District Curriculum Guides and Mapping; the teachers are proficient in designing SBI units and daily lesson plans with measurable and attainable outcomes which require higher order thinking skills.
- LPS provides teachers curriculum maps/pacing guides aligned to the CCSS for ELA/Literacy, Science and Mathematics.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. Common Planning Time planning with integration between content areas.
- The use of technology (IPADS, computers, Smartboards) and a variety of instructional material (Go Math, Science A-Z, Anchor Benchmark Comprehension, Reach, On –Core, Writing Traits, and Collections) aligned to curriculum maps.
- The use of UDL and TPT strategies are embedded within lesson plans and units to support students' ability to access the curriculum.
- Weekly staff meeting with teacher led focus groups, discussion and collaboration on improving student outcomes.
- Clinical Team incorporating the latest brain based research on CBT and trauma sensitive strategies into the classroom to increase time on learning and decrease mental health symptoms

Areas of Need:
- Peer observation and learning walks
- Professional development for Collections and Reach program
- Incorporating Six Traits of Writing with fidelity in all grade levels across the core subjects.
- Incorporating PARCC type questions into daily lessons and assessments.
- Vertical alignment across the curriculum.
- Teacher understanding of clinical interventions to decrease mental health symptoms and elevate mood

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:
- Systems for monitoring instructional practice: walk through with immediate feedback in Teachpoint
- Instructional practices of high quality: small group instruction explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor chars, higher order questioning and academic talk.
- MCAS Alternate Portfolios are completed and submitted for those students who are unable to access the pencil and paper grade level test.
- Supporting students in meeting academic and behavioral expectations for grade and developmental levels.
- Tiered instruction and scaffolding to accommodate differences in learning styles, readiness.
- Use of UDL and TPT strategies to increase student engagement and access to the curriculum.

Areas of Need:
- Professional development understanding and implementation of the various components of the new curriculum (Collections, Reach, and Science)
- Professional development understanding and implementation of the various components of the Go Math instruction (new math teacher).
- Continued professional development: UDL, TPT, HOTS,
- Understanding of CBT interventions in the classroom setting
- Small group instruction in math

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
Strengths: • New student profiles overview by clinical staff at the beginning of each school year. • IEP review by teachers (Sept.), to identify goals, objectives, accommodations, specialized instruction, services • Formative assessments used regularly to drive instruction using the RTI model with tiers • Summative assessments use to identify strengths and weaknesses and set short and long term goals. • Weekly staff meeting to analyze both academic and clinical data • Common Planning Time to review student work samples • Weekly Tier III data team to analyze function of student behavior and development of BIP's.
Areas of need: • Criteria for success • MPI's • Test Wiz data analysis • Six Writing Traits Program and Rubrics • Vertical alignment of assessments • UDL guidelines

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year.   Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
Strengths: • PD is embedded as an integral part of weekly staff meetings • Focus Groups: writing traits, vocabulary, UDL, close reading, RTI with GRR CBT, • Focus Groups: mindfulness, trauma sensitive classrooms, Welcoming School Curriculum • LPS provided professional development- Reach, Collections, Science • Monitor fidelity to previous professional development initiatives
Areas of need: • PD/Training in the use of learning walks and peer observations • Shared lesson plans revised to meet classroom/student needs • Continued PD on components of Reach, Collections, Six Traits of Writing, UDL, close reading • Continued PD on the Welcoming School Curriculum • Training new staff in previous school-wide professional development

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

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

Areas of need:
- Time management to prioritize and implement new initiatives and focus groups

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

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

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

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

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

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

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

Areas of need:
- Increase students' ability to participate and internalize Cognitive Behavior Therapy.

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

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

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

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: Reading Comprehension, Writing, Vocabulary and Math Problem Solving Skills

Priority 1

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

Strategies/ Actions

- o Direct instruction to teach each of the six district reading comprehension strategies
  - Common language both orally and written responses
  - Observations of colleagues within the school teaching comprehension strategies
  - Use of close reading strategies to dig deeper into variety of text genre
  - Visual aids, Anchor Charts
  - Websites for supplemental practice
  - Reciprocal Teaching strategies implemented into daily instruction
- o Direct instruction in using and applying tier two and tier three vocabulary
  - Vocabulary word walls
  - 7 step vocabulary model
  - Activators/summarizers
  - UDL and TPT strategies
  - Use of a variety of vocabulary strategies
  - Weekly Staff Meeting- PD- focus area vocabulary
  - Bloom's Taxonomy
- o Direct instruction in writing for variety of purposes, including open response, short answer and different genres
  - Use of Six Writing Traits rubrics for all text types
  - Universal language for Six Traits of Writing
  - Direct Instruction in writing process (prewrite, draft, revise, edit, publish)
- o Teachers will formally assess their students to drive day to day instruction
  - Formative assessments throughout the lesson
  - Formative assessments will be developed and refined during CPT
  - Identify Criteria for Success – PD
- o Using CCSS and Massachusetts Frameworks, teachers will systematically model, practice, and coach students in solving word problems across all strands.

Expected Outcome(s)

- o Evidence of Reading Comprehension:
  - Anchor charts and visual aids in classrooms
  - Implementation of identified comprehension strategies embedded into daily lessons
  - Focus group – close reading, reading comprehension strategies
  - Students engaged in answering higher order thinking questions
  - Students using close reading strategies
- o Vocabulary
  - Identified vocabulary strategies embedded in daily lessons
  - Word Walls with tier two and three words

- ▪ Students writing and speaking using higher level vocabulary
- o Writing
  - ▪ Student writing samples with revisions using the identified rubric matched to the text type
  - ▪ Writing for a variety of purposes using a variety of text types
  - ▪ Writing embedded into all content areas
- o Evidence of solving multiple step word problems
  - ▪ Develop strategies to solve multiple step word problems (understanding of the question, vocabulary, order of operations and selecting the appropriate strategy)
  - ▪ Improve their math fluency in the ability to solve real world math problems by identifying the appropriate strategy

Timeline for Actions	o Reading comprehension
	  ▪ 1x per month shared lessons and student work samples review during CPT
	  ▪ 1x per month focus group presentation
	  ▪ Analysis of end of unit assessments
	o Vocabulary
	  ▪ 1x per month shared lesson and student work samples review during CPT
	  ▪ 1x per month focus group presentation
	  ▪ Analysis of writing sample with tier two and three vocabulary embedded
	  ▪
	o Writing
	  ▪ 1x per month focus group presentation
	  ▪ 1 x per month Student work samples scored against the corresponding rubric, revised and scored for final grade
	  ▪ 1x per month shared lesson and student work samples review during CPT
	o Multiple Step Word Problems
	  ▪ 1x per month shared lessons during CPT
	  ▪ 1x per month analyzing work samples and determining areas of need to solve problems
	  ▪ 1x per week share with math colleagues for review of process and outcome of students work

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Pro-social skills, Coping skills, Cognitive Behavioral Strategies

Priority 2	Improve student's ability to regulate emotions and demonstrate pro-social behaviors to increase ability to access the curriculum.

Strategies/ Actions	o Pro-social and coping strategies to solve everyday conflicts
	  ▪ Trauma Sensitive Approach
	  ▪ Social skills and Counseling groups
	  ▪ Therapeutic interventions: yoga, breathing, tool boxes
	  ▪ Welcoming School Curriculum
	  ▪ Morning Announcements: gratitude, I appreciate
	  ▪ Year-long theme: Choose to Be Kind, Diversity-All Families, All Abilities, Race and Culture
	  ▪ Playworks- cooperative recess games
	  ▪ Universal Behavior Management System
	  ▪ Daily social and academic check in
	  ▪ PBIS- positive based reinforcements
	  ▪ UDL: Engagement Guidelines
	  ▪ Participation in book talk and implementation of strategies from *Total Participation Techniques: Making Every Student an Active Learner*
	  ▪ Educator Plans- professional and student goals
	  ▪ Clinical Focus: trauma informed CBT strategies, mindfulness
	  ▪ Restorative Justice
	  ▪ Conflict Resolution

Expected Outcome(s)	o Coping strategies
	  ▪ Increased students' ability to manage symptoms of mental health disabilities
	  ▪ Increased understanding of positive mental health self-care
	  ▪ Active participation in using CBT strategies
	o Pro-Social Strategies
	  ▪ Students actively engaged in classrooms
	  ▪ Increased use of Conflict Resolution Skills
	  ▪ Decreased misbehaviors and student disruptions
	o Engagement Strategies
	  ▪ UDL: Increased use of technology
	  ▪ Increased use of TPT strategies
	  ▪ Increase on time-on-learning in all content areas

Timeline for Actions	▪ Beginning in September 2015, the expectation is that teachers will implement activities daily (Clinical Observations and Interventions, UDL Engagement Guidelines including TPT strategies and technology, CBT strategies- yoga, mindfulness, breathing, gratefulness, I appreciate statements, and the Universal Behavior Management System. ▪ Weekly Social Skills/Counseling Groups and Tier III data analysis

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: