

Washington STEM Elementary
School Improvement Plan
2015-2016

School Improvement Team

John Licorish, Principal
Kelley Breen, CIT Science
Dayna Lebel, CIT Reading
Sarah Oakley, 1st Grade Teacher
Susannah Davis, 2nd Grade Teacher
Beth Lucia, 5th Grade Teacher
Nicole Maker, Resource Inclusion Teacher

School Council Members

John Licorish, Principal
Kelley Breen, CIT Science
Susannah Davis, 2nd Grade Teacher
Greg Cocca, Math Specialist
Reimy Guzman, Parent
Dawn Zapata, Parent
Cynthia Christ, Gregg House
Kelly O'Connor, Gregg House
Fred Cole, Lynn Business Ed Foundation

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Vision and Mission

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

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

Our mission at the Washington S.T.E.M. (Science, Technology, Engineering and Mathematics) Elementary School is to cultivate a community of lifelong learners equipped for the 21st century. Teachers, students, families, and the community will work collaboratively to make our school a safe, exploratory environment to foster the development of the whole child.

Narrative Description of the School

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

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

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

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

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

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	83	82	71	1,222
Grade 1	56	101	111	1,479
Grade 2	67	54	91	1,379
Grade 3	58	66	51	1,275
Grade 4	-	54	69	1,155
Grade 5	-	-	57	1,086
Total	264	357	450	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	-	11.1	78.9	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	7%	6%	7%	7%	6%
26-56	71%	76%	71%	70%	75%
Over 56	22%	18%	22%	23%	19%
Median Yrs Experience	-	-	1	8	-
% ≥ 10 Yrs Experience	-	-	10%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate		93.7	94.3	94.0	94.9
Absent 10 or more days (%)		46.4	40.4	38.2	30.4
Chronically Absent (% with < 90%)		21.6	16.6	19.1	12.3
Student Retention Rate		7.7	4.0	4.2	1.6
Out-of-School Suspension Rate		9.2	12.6	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	15.9	15.1	15.1	10.7	8.7
Asian	7.6	5.6	6.7	9.2	6.3
Hispanic	65.5	68.9	67.1	56.4	17.9
White	6.8	5.6	5.6	19.6	63.7
Multi-Race	3.8	4.5	4.9	3.8	3.1
Male	53	54	54	53	51
Female	47	46	46	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	61.4	61.3	57.6	54.1	18.5
English Language Learner	31.4	32.5	28.7	18.8	8.5
Special Education	9.1	9.2	10.7	15.4	17.1
Economically Disadvantaged	-	-	60.7	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 MTLEs.

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

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

Core Instructional Programs

- 2014-2015 School Year
 - ELA
 - District maps in conjunction with Harcourt Trophies curriculum
 - District created phonics binders used in grades 1-3
 - Math
 - District maps in conjunction with Go Math curriculum
 - Science
 - Know Atom curriculum used in grades 1 -5
- 2015 – 2016 School Year
 - ELA
 - National Geographic REACH curriculum used in grades K-2
 - District maps in conjunction with Harcourt Trophies curriculum used in grades 3 -5
 - District created phonics binders used in grade 3
 - Math
 - Updated district maps in conjunction with Go Math curriculum
 - Science
 - SmartBoard Science used in grades 1 -3
 - SmartBoard Science used in conjunction with Science from Scientists in grades 4 -5
 - Reading A-Z Science used to supplement curricula

Tiered Instruction / Supports and Interventions

- Small group instruction used in all grade levels for ELA
 - School wide focus in SY14-15 and will continue to be a focus in SY15-16
- RTI approach is used in Math; small groups are based on daily curriculum, formative assessment, and level of support
 - Implementation varies by grade level
- Intervention blocks built into schedule for grades 3-5 for ELA and Math support
 - All classroom and specialist teachers working with grades 3-5 will pull groups at this time
 - This will provide an opportunity for Tier 2 and 3 support
- Push in support provided for ELL, SPED, math, and reading intervention
- Pull out services provided for beginner ELLs, Speech, and OT

Assessment Practices

- ELA
 - DIBELS for grades K-3
 - MCAS for grades 3 -5
 - District assessments for grades 4 -5
 - Formative and summative assessments across grade levels

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- Math
 - MCAS for grades 3 -5
 - District assessments for grades 1 -5
 - Formative and summative assessments across grade levels
- Science
 - MCAS for grade 5
 - Formative and summative assessments across grade levels in conjunction with district curriculum
- ACCESS
 - ACCESS test given to ELL students annually for grades K-5

School Based Professional Development Time (PLC, common planning, job-embedded) **and Content** (reading strategies, CCSS, etc.)

- Biweekly Common Planning Time for grade level teams and appropriate specialists
- K-2 teachers will be provided with district level PD for REACH curriculum
- All teachers will be provided with PD based on Six Traits Writing program
- District will provide PD around science curriculum for grades 1 – 5
- District math coaches will work with various grade levels
- District and state will continue to offer RETELL
- School level PD focused on Growth Mindset Theory
- New Teacher Induction
 - School Support Team will continue to meet monthly
 - New teachers will receive a mentor and appropriate orientation training
- District will continue to offer RBT and Classroom Management courses
- SchoolWorks will continue to provide PD and support
 - Facilitate learning walks
 - School goal of increasing student discourse

Celebrations

- Community Meetings to celebrate special events, student performances, students of the month, and students with perfect attendance
- Three open houses throughout year
- Parent workshops facilitated by Families First
- Grade level events to celebrate student work and encourage parent involvement
 - Gingerbread house construction (K-2)
 - Curriculum Meetings
 - Family presentations
- 100th anniversary celebrations & Science Lab Ribbon Cutting Ceremony in SY15
- Moving on ceremonies for Kindergarten and 5th grade
- Fall and Spring clean up days
- Field Day

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Create strategies to attract highly qualified teachers

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

Teacher Evaluation

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

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

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

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.

Washington STEM Elementary strives to create a welcoming and supportive environment for all students, families, staff, and community members. In recent visits to Washington, SchoolWorks stated:

The school culture is collaborative, open to dialogue, and based on trust...The school has a system of school-wide supports to meet students' social, emotional and health needs, the school creates a welcoming, predictable environment and a climate that supports learning, and the school collaborates with families and community services to increase its capacity to address students' needs. (Pages 2 and 11 of SchoolWorks Monitoring Site Visit)

Despite these successes, this young school faces several perception challenges. In the June bumping and bidding process, it has become evident that few experienced teachers opt to come to the school. Washington has experienced high teacher turnover from SY14-15 to SY15-16, and is excited to integrate new staff members into the school community.

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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).

Washington STEM Elementary School reopened as a district school in SY13. There is currently insufficient data for an accountability level, but a level will be given after SY16.

2015 ELA MCAS:

- Overall CPI is 67.1 and the district CPI is 78.8
 - Disparity of 11.7 points
- SGP rose three points from 2014 to 2015
- Grade 3 CPI has increased consistently since 2013
- Percentage of students in the Advanced category has increased 2 percentage points since 2013
- Percentage of students in the Proficient category has increased 4 percentage points since 2013
- Percentage of students in the Warning category has decreased 3 percentage points since 2013
- There is a disparity of nearly 10 CPI point of Former ELL students compared to the aggregate
- There is a disparity of nearly 19 CPI points between male and female student, with female students performing higher
 - Similarly, there is an 18 point disparity in SGP between male and female students, with females showing higher growth

2015 Math MCAS:

- Overall CPI of 68.3 is close to district CPI of 71.4
 - Disparity of 3.1 points (milder than ELA disparity)
- SGP rose 8.5 points from 2014 to 2015
- Third grade students achieved scores higher than state averages
- Percentage of students in the Advanced category has increased 3 percentage points since 2013
- Percentage of students in the Warning category has decreased 7 percentage points since 2013
- There is a disparity of nearly 13 CPI point of Former ELL students compared to the aggregate, however current ELLs students are only 3 points below the aggregate
 - Former ELLs are nearly 9 SGP points above the aggregate and are thus the subcategory with the highest SGP
- There is a disparity of nearly 3 CPI points between male and female students, with female students performing higher
 - There is a 10 point disparity in SGP between male and female students, with males showing higher growth

2015 ACCESS:

- There was a 19% increase in students showing high growth since 2014
- There was a 9% decrease in students showing moderate growth since 2014
- There was a 10% decrease in students showing low growth since 2014
- 21 students (out of 84) increased two or more proficiency levels from 2014 to 2015
 - 54% rose from Entering to Developing
 - 9% rose from Emerging to Expanding
 - 3% rose from Developing to Bridging
 - 3% rose from Developing to Reaching
 - 25% rose from Expanding to Reaching

2015 DIBELS:

- Kindergarten
 - 90% of students benchmarked on the Nonsense Word Fluency portion of Spring DIBELS
 - 49% of students showed typical growth or higher on the Nonsense Word Fluency portion of Spring DIBELS
- First Grade
 - 62% of students benchmarked on the Oral Reading Fluency portion of Spring DIBELS
 - 52% of students showed typical growth or higher on the Oral Reading Fluency portion of Spring DIBELS
- Second Grade
 - 67% of students benchmarked on the Oral Reading Fluency portion of Spring DIBELS
 - 72% of students showed typical growth or higher on the Oral Reading Fluency portion of Spring DIBELS
- Third Grade
 - 71% of students benchmarked on the Oral Reading Fluency portion of Spring DIBELS
 - 74% of students showed typical growth or higher on the Oral Reading Fluency portion of Spring DIBELS

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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: Insufficient Data									
<i>Accountability determinations for the school and its eligible subgroups will be made using the 2013 data as the baseline; an overall accountability and assistance level will be issued for the school in 2016.</i>									
Cumulative PPI (all students)									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI		65.9	62.2	-3.7	4 th	Declined	67.1	4.9	Improved Below Target
SGP		-	37	-	9 th	Below Target	40	3.0	Below Target
% Advanced		0.0	0.8	0.8	2 nd	Met Target	2.5	1.7	Met Target
% Warning		16.4	21.8	5.4	7 th	Not meeting target	17.6	-4.2	Met Target
<u>Math</u>									
CPI		70.5	65.1	-5.4	5 th	Declined	68.3	3.2	Improved Below Target
SGP		-	29.5	-	2 nd	Below Target	38	8.5	Below Target
% Advanced		9.1	8.4	-0.7	7 th	Not meeting target	12.5	4.1	Met Target
% Warning		21.8	25.2	3.4	5 th	Not meeting target	18.8	-6.4	Met Target
<u>Science</u>									
CPI		-	-	-			68.5		
% Advanced		-	-	-			3.7		
% Warning		-	-	-			20.4		

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2014	Level NA	School Percentile:	NA	Annual PPI = 10	Cumulative PPI = NA
2015	Level NA	School Percentile:	NA	Annual PPI =	Cumulative PPI = NA

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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	26 (37%)	21 (30%)	High	18 (25%)	276 (24%)
Average	30 (42%)	30 (42%)	Moderate	8 (11%)	221 (19%)
Low Average	5 (7%)	13 (18%)	Typical	9 (13%)	176 (15%)
Below Average	6 (8%)	4 (6%)	Low/Declined	36 (51%)	472 (41%)
Well Below Average	4 (6%)	3 (4%)			
CPI	89.8	89.4	Total	71	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	11 (11%)	14 (13%)	High	11 (10%)	144 (11%)
Average	32 (30%)	27 (25%)	Moderate	20 (19%)	299 (22%)
Low Average	19 (18%)	20 (19%)	Typical	24 (23%)	487 (36%)
Below Average	15 (14%)	16 (15%)	Low/Declined	51 (48%)	439 (32%)
Well Below Average	29 (27%)	29 (27%)			
CPI	67.9	67.2	Total	106	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	4 (5%)	9 (11%)	High	17 (21%)	236 (19%)
Average	31 (38%)	33 (40%)	Moderate	19 (23%)	264 (21%)
Low Average	17 (21%)	13 (16%)	Typical	32 (28%)	367 (29%)
Below Average	14 (17%)	13 (16%)	Low/Declined	23 (28%)	379 (30%)
Well Below Average	16 (20%)	14 (17%)			
CPI	71.6	75.3	Total	82	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	5 (11%)	7 (16%)	High	12 (27%)	136 (12%)
Average	16 (36%)	20 (44%)	Moderate	12 (27%)	271 (24%)
Low Average	10 (22%)	5 (11%)	Typical	9 (20%)	300 (27%)
Below Average	4 (9%)	7 (16%)	Low/Declined	12 (27%)	416 (37%)
Well Below Average	10 (22%)	6 (13%)			
CPI	73.3	79.4	Total	45	1,123

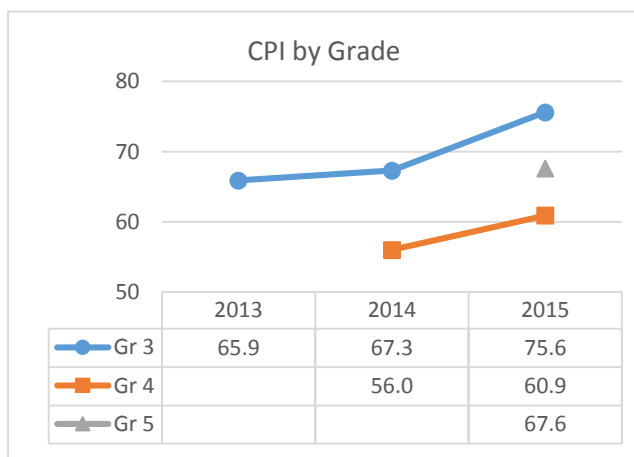
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ENGLISH LANGUAGE ARTS

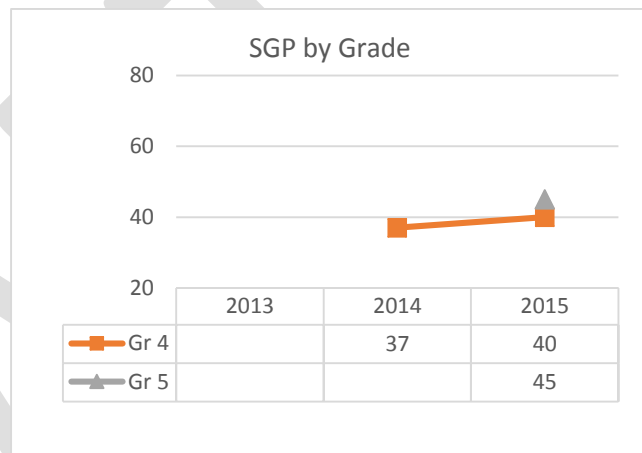
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	55	0	24	55	22	65.9	-
School 2014	119	1	20	56	23	62.2	37
School 2015	162	2	28	51	19	67.1	40
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	162	2	28	51	19	67.1	40
Students with Disabilities	25	0	4	48	48	51.0	-
ELL	32	3	19	34	44	53.9	-
Former ELL	31	0	10	74	16	57.3	44.5
Economically Disadvantaged	100	2	25	54	19	66.0	39.5
African American /Black	27	4	30	44	22	70.4	39
Asian	10	0	40	30	30	65.0	-
Hispanic	105	3	26	51	20	65.7	42
White	9	-	-	-	-	-	-
Male	90	2	18	51	29	58.9	33
Female	72	3	40	50	7	77.4	51

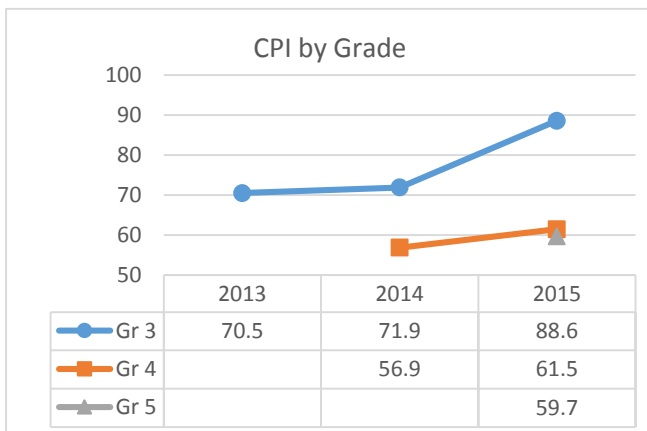
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MATHEMATICS

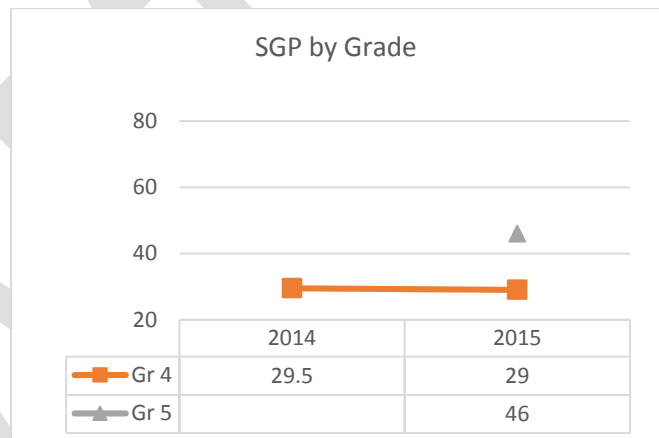
Multi-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	55	9	29	35	27	70.5	-
School 2014	119	8	23	43	27	65.1	29.5
School 2015	163	12	25	43	20	68.3	38
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	163	12	25	43	20	68.3	38
Students with Disabilities	25	4	16	36	44	59.0	-
ELL	33	12	21	39	27	65.2	-
Former ELL	31	3	13	58	26	55.6	46.5
Economically Disadvantaged	115	13	26	40	21	68.9	46
African American /Black	27	4	37	48	11	70.4	33
Asian	11	27	0	45	27	61.4	-
Hispanic	105	12	24	43	21	68.3	39
White	9	-	-	-	-	-	-
Male	90	8	27	42	23	66.7	45
Female	73	18	22	44	16	70.2	35

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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 2013	NA					
School 2014	NA					
School 2015	54	4	30	46	20	68.5
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	54	4	30	46	20	68.5
Students with Disabilities	10	0	20	30	50	52.5
ELL	3	-	-	-	-	-
Former ELL	14	0	21	57	21	58.9
Economically Disadvantaged	41	5	32	44	20	70.1
African American /Black	10	0	60	30	10	82.5
Asian	5	-	-	-	-	-
Hispanic	31	6	19	58	16	66.9
White	3	-	-	-	-	-
Male	26	4	31	42	23	66.3
Female	28	4	29	50	18	70.5

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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	25	30%	28	25%	32	24%
Emerging	18	21%	13	12%	24	18%
Developing	29	34%	33	30%	34	25%
Expanding	11	13%	20	18%	28	21%
Bridging	1	1%	15	14%	11	8%
Reaching	0	0%	2	2%	5	4%
Total	84		111		134	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	29	38%	20	26%	27	36%
2015	39	57%	12	17%	18	26%

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	2 (8%)	10 (38%)	14 (54%)	-	-	-
Emerging	-	-	10 (91%)	1 (9%)	-	-
Developing	-	-	4 (13%)	24 (80%)	1 (3%)	1 (3%)
Expanding	-	-	-	3 (19%)	9 (56%)	4 (25%)
Bridging	-	-	-	-	1 (100%)	-
Reaching	-	-	-	-	-	-
Total (84)	2	10	28	28	11	5

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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.
<p>Strengths:</p> <ul style="list-style-type: none"> • ELA District wide <u>Reach</u> by National Geographic program for grades K-2 • ELA District mapping will be used as a guide for 3-5 with teacher developed supplemental resources • Math District Maps will be used as a guide in conjunction with Go Math and supplemental materials grades K-5 • Science K-5 Smartboard Science • 4th & 5th grade Science lessons with Science from Scientists program • Professional Learning Time will be given to grade levels on a biweekly basis. • Vertical Data Team will meet periodically and dig deeper into areas recommended by the district’s Data & Assessment Specialist • Lesson Plans will be submitted by hardcopy • Student friendly objectives (I can...) are posted and referred to in classrooms during all lessons
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Additional support surrounding tiered instruction in conjunction with Go Math at all grade levels • Mentor texts in grades 3-5
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Test Wiz produces data for item analysis and student analysis for Math district assessments. This data is used to guide instruction • DIBELS data and MCAS data are used to guide instruction • National Geographic <u>Reach</u> is a research based reading program for grades K -2 • <u>Go Math</u> is a research based math program for all grade levels • The school has focus on small group instruction. Small group instruction is an expectation of the school • Students are engaged in guided practice with a teacher, usually in a small group • Classroom teachers and specialists work with small groups in the majority of classrooms
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Increased collaboration among students in small groups • An increase in student discourse in whole group and small group lessons • More opportunities for HOTS (Higher Order Thinking Skills) • More opportunities for students to inquire, explore, and solve problems together • More opportunities for teacher peer feedback to improve instructional practices

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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.

Strengths:

- Staff uses a range of assessments (formative and benchmark) that are aligned to the standards and grade level learning outcomes. Examples being: MCAS, DIBELS, ACCESS, MAZE, District Assessments, Unit Assessments, and formative assessments.
- Math uses common summative assessments that are horizontally/ vertically aligned
- Staff embeds formative assessment in daily classroom practice and uses the results to target and modify instruction.

Areas of need:

- Additional standards based assessments for ELA in grades K-5
- More opportunities to analyze data and use it to guide instruction
 - Opportunities for vertical trends to be analyzed
 - Consistent strategies created to span grade levels
- Share best practices based on data analysis
- Students will be taught how to assess themselves and plan for improvement
- Assessment data will be used more consistently to place students, monitor progress, and drive timely interventions as part of system of tiered instruction.
- ELA does not have common assessment K-5
 - K-2 teams will explore assessments provided by REACH curriculum
 - School will use previous MCAS questions to periodically create common assessments for 3-5

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 around learning walks has been widely accepted and utilized
- Academic goals have been created, and PD has been targeted at these goals
 - Small group ELA
 - Student discourse
- Data meetings in grades 3-5
- Two district provided professional development days
- Professional Learning Time (bi-weekly)
- Induction Program: School Support Team & Mentoring
- District provided professional development (Classroom Management, RBT, REACH, Smart Board Science, etc.)
- Learning walkthroughs facilitated by SchoolWorks
- Peer observations
- Math instructional coaching
- Modelling and coaching provided by CITs
- PLC book talks

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Areas of need:

- Data meetings in all grades, including K-2
- Vertical data team to analyze data and identify strengths and areas for growth across grade levels
 - Identify instructional strategies and resources needed to address areas for growth
- Teacher leaders to facilitate support for peers surrounding small group instruction, student discourse, DIBELS, and Playworks, and other needs
 - Model lessons and peer observations
- PD needed surrounding Growth Mindset Theory
- District level PD needed surrounding National Geographic REACH curriculum (K-2) and Six Traits Writing (all grades)

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

Strengths:

- Grade level collaboration with specialists through the use of Common Planning Time
- SchoolWorks has helped to facilitate and train teachers on Learning Walks
- PLC/Book talks provided opportunities to collaborate with variety of peers

Areas of need:

- Collaboration around content areas in departmentalized grades 4-5
- PLC/Book talk around Growth Mindset Theory

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:

- Teachers' schedules reflect district mandated time requirements for all core subjects
- Night Back is used to provide additional academic assistance outside of school hours
- Extended time options for ELA and Math MCAS prep
- Push in model of tiered instruction provides additional support for students during core learning time
- Imagine Learning provided for a number of SPED and ELL students in order to provide additional intervention
- Full time social worker and part-time behavior specialist and SAC available to support students with emotional and behavioral challenges
- School wide behavior system of using color chart in grades K-2 and ClassDojo in grades 3-5

Areas of need:

- Tier 3 intervention in ELA for students well below grade level from K to 5th
- Provide more intense ELA Tier 2 and 3 services to first and second grade students from September through November
- Redesign Homework Club and Night back to ensure students are receiving optimal support
 - Grade level teachers facilitate Homework Club (with one teacher per grade level each afternoon Tuesday – Thursday)
 - Specialists will pull intervention groups

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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:

- System of school wide supports to meet students' social, emotional, and health needs
 - School behavior specialist, adjustment counselor, social worker, parent liaison, and nurse
- Welcoming, predictable environment and a climate that supports learning
 - Students feel safe at school and can identify an adult to share problems
 - Classrooms have anchor charts and bulletin boards that foster curiosity and a positive learning environment
- Monthly community meetings recognize two students from each homeroom for exemplifying core value of the month
- Students with perfect attendance and/or on honor roll are rewarded with certificates
- Health teacher implements Second Step social skills curriculum
- Consistent implementation of behavior systems
- Playworks recess program enables students to solve their own conflicts and easily join in play at recess
- Established referral process for social worker intervention
- Free universal breakfast

Areas of need:

- Health, nutrition, and personal care lessons
- Social scripting needed to support students as they navigate social situations and code switching
 - Skits at community meeting that embody value of the month
- Resources and mentor texts for social emotional situations and core values
- Peer mentors in older grades
 - Some responsibilities for bus duty can be given to older students
- Additional support staff and/or initiatives are needed due to increased level of social, emotional needs

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

Strengths:

- Backpack donations in beginning of school year, and coat donations in winter
- Thanksgiving meals and Christmas gifts provided for families in need
- Grade level curriculum meetings for parents and families
- Grade level events to celebrate student achievement
- General Electric employees volunteer to help with science activities across grade levels
- Strong communication with parents and families
 - Translated monthly newsletters and notes sent home
 - Translated ConnectEd phone calls
 - ROTC members at open houses to aid in translating
 - Parent liaison makes translated phone calls home when needed
- Families First provides parent workshops
- School Council includes strong community representatives

Areas of need:

- Increase consistent involvement in PTO
 - Room parent for every homeroom
- Increase volunteers – parent and community
- Translation and communication services in various languages

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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: Growth Mindset Theory (SGP)

Priority 1 Explicitly teach about and foster a growth mindset among all students.

Strategies/Actions

- Provide PD to staff surrounding growth mindset
- Share strategies and lessons to foster a growth mindset
- Post anchor charts and posters about growth mindset around the school
- Create a growth mindset team
- Host a parent night regarding growth mindset
- Analyze MCAS and other data with the district's Data & Assessment Specialist. Use data to motivate growth
- Create conversations around grades and their meaning
- Provide models and rubrics to students

Expected Outcome(s)

- Create a more positive, responsive learning environment
- Increase student ownership of their learning
- Students will articulate reasons for their success
- Student accountability will be increased
- SGP will increase in SY16 by at least 3 points

Timeline for Actions

- Begin Growth mindset PD and conversations by September 15, 2015
- Growth mindset team will be created by November 1, 2015
- Post mindset charts and posters around school by December 1, 2015

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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: Small Group Instruction and Increasing Student Discourse

Priority 2

Improve the use of small group instruction across the curriculum, including increasing student discourse and engagement.

Strategies/Actions

- PD around small group instruction in both ELA and Math
- Provide ample opportunities for learning walks and peer modeling
- Develop specialist schedules that are conducive to small group instruction
- Use formative assessment and data to create fluid groupings
- Implement SchoolWorks recommended strategies around student discourse and engagement in small group time

Expected Outcome(s)

- Small group instruction is present in daily routines across all classrooms.
- Student discourse is present during small group times.
- Formative assessment and data are used to facilitate more effective interventions across the curriculum.

Timeline for Actions

- Schedules created that allow for small group instruction with teachers and specialists by September 15th
- Begin SchoolWorks facilitated Learning Walks by October 1st
- Instructional Guide, Small Group Non-Negotiables, Indicators for Student Discourse shared with staff by November 1st

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Appendix A

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

October Accountability Data Update and Reflections:

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

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