

# **William Fallon Elementary School**

## **School Improvement Plan**

**2016-2017**

### **School Improvement Team**

Nancy Takis-Conway      Susan Burke  
Cindy Hennessey      Amy Tyler

### **School Council Members**

**Parents:** Vianelda Lopez, Jamie Kucera, Migdalia Sanchez, Nancy Baez, Liznette Santiago, Gloria Rosado,  
Christine DiSaia, Jean Mikan

**Teachers:** Ellen Patterson, Denise Thibault, Cindy Hennessey, Susan Burke, Joan Rogers  
Susan Hamilton

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

**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 a 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, Writing, 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**

	2014	2015	2016	2016 District
Kindergarten	3	0	1	1,092
Grade 1	4	4	6	1,356
Grade 2	6	3	11	1,422
Grade 3	11	9	6	1,334
Grade 4	11	8	10	1,267
Grade 5	7	9	8	1,053
Grade 6	6	7	10	1,074
<b>Total</b>	<b>48</b>	<b>40</b>	<b>52</b>	<b>8,598</b>

**Teacher Demographic**

	2013	2014	2015	2015 District	2015 State
Teacher Retention	100	86.7	73.0	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	4%	4%	16%	7%	6%
26-56	74%	68%	52%	72%	76%
Over 56	22%	28%	32%	21%	18%
Median Yrs Experience	-	14			
% ≥ 10 Yrs Experience	-	78%			

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

**Performance Indicators**

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	88.2	87.1	89.7	93.9	94.9
Absent 10 or more days (%)	61.0	71.7	66.7	38.1	30.5
Chronically Absent (% with < 90%)	44.1	54.7	39.7	19.6	12.3
Student Retention Rate	2.3	2.2	0.0	3.2	1.5
Out-of-School Suspension Rate	57.6	57.1	34.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	22.9	20.0	17.3	10.1	8.8
Asian	2.1	0.0	1.9	9.1	6.5
Hispanic	37.5	42.5	50.0	58.2	18.6
White	27.1	32.5	26.9	18.3	62.7
Multi-Race	10.4	5.0	3.8	3.9	3.2
Male	77	80	83	52	51
Female	23	20	17	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	20.8	25.0	23.1	54.0	19.0
English Language Learner	6.2	2.5	1.9	19.5	9.0
Special Education	100	100	100	15.4	17.2
Economically Disadvantaged	-	62.5	65.4	47.0	27.4

*Provide instruction by highly qualified teachers*

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

**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 3-5 receive supplemental professional development offered through LPS, in which all ELA teachers at Fallon are participating. The Reach for Reading program for grades K-2 had been purchased and implemented, district wide, during the 2015-2016 school year. The Reach for Reading program for grades 3-5 has been purchased and implemented for the 2016-2017 school year.
- Teachers observed lessons taught by educators that participated in the piloting of the Reach for Reading program. Common academic language is modeled at all grade levels. This provides students the opportunity to practice and apply the academic language as they progress through the grades.
- All grades practice close reading strategies that are embedded within the reading programs.

## William Fallon Elementary School

### 2016-2017 School Improvement Plan

- The sixth grade reading program, Collections, focuses on the strategy of close reading which leads to achieving a deeper understanding of the text (language, craft and theme, literary techniques and tone).
- An increase of small group instruction is provided to address the needs of students at their instructional levels.
- Grades K-2 are implementing a new Science curriculum through National Geographic which aligns with various units within the Reach for Reading program and the 2016 Massachusetts Science and Technology/Engineering Curriculum Frameworks.

#### Assessment Practices:

- Universal Design for Learning (UDL) - engagement and representation strategies, Total Participation Techniques (TPT), and differentiation are part of the daily routines in all classrooms.
- During weekly staff meetings teachers participated in the Reach for Reading Best Practices book share and implemented the practices and routines in daily instruction. Teachers collaborated to score students writing samples using the Six Traits of Writing rubrics for the specific text types.
- Informal assessments, such as tickets to leave, quick writes, and 3, 2, 1 are used daily to drive instruction. Each student is provided with academic check in cards to signal the teacher if they are at the independent, guided, or in need of support levels.
- William Fallon Elementary School uses a variety of formative, formal, informal and authentic assessments (Woodcock-Johnson, DIBELS Next benchmark and progress monitoring, Daze benchmark and progress monitoring, Wilson, Corrective Reading, Reading Mastery, Foundations, LPS Math, ELA, and Science end of unit and benchmark assessments) to measure students' progress, strengths and weaknesses. Our students' continue to make adequate yearly progress based upon the analysis from this data.

#### Tiered Instruction:

- Various new curriculum tools have been purchased (Go Math, Anchor Comprehension, Reach for Reading (Grades K-5), Close Reading, Science A-Z, Strategies for Writers, Collections (Grade 6), National Geographic Science and Social Studies magazines, Zaner-Bloser Online resource) and are being implemented.
- 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. In addition, they are implementing a workshop series developed by LPS SSW/CD's entitled Families Supporting Student Success. This is a five session activity based workshop series:
  1. Workshop One: Families and Schools: The Dream Team Partnership
  2. Workshop Two: Sharing Routines to Help our Children Achieve Their Dreams
  3. Workshop Three: Sharing Routines, Part Two
  4. Workshop Four: The Joy of Learning
  5. Workshop Five: Goals and Next Steps: How Do I Use It Before I Lose it?

## William Fallon Elementary School

### 2016-2017 School Improvement Plan

This weekly coffee hour, which has been quite effective and successful, 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 use.
- Annual and three year IEP meetings are held.
- 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. Previously, the staff at the school has hosted 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 Restaurant, car wash).
- 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, appreciation acknowledgements, and First in Math sticker recognition.
- 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 week and high five), have been carried over into the classroom. The school's Playworks goal is that all students are participating in games or individual activities.

#### *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.

## William Fallon Elementary School

### 2016-2017 School Improvement Plan

*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 and UbD units and lesson plans are developed using LPS curriculum guides and maps using a Response to Intervention (RTI) model. UDL engagement/representation/perception strategies, Six Traits of Writing, Best practices and Routines for 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, and Close Reading). During staff meetings, teachers collaborate as teams to provide results of their research based on their focus groups. Each group presents 3-4x/year for professional development purposes. The focus groups for school year 2016-2017 are UDL (representation and perception), ELA (Close Reading), and ELA (Six Traits of Writing). Each teacher is a member of one focus group.

In addition to focus groups, professional development is provided on Six Traits Rubrics, Best Practices and Routines, TPT strategies, work stations, learning centers, I-Pads, Smartboards, therapeutic interventions (yoga, deep breathing, mindfulness, cognitive behavior therapy) and mental health disorders (RAD, ADHD, Trauma, PTSD).

The Fallon School has an active School Advisory Council comprised of six teachers, eight parents/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 84.8 and the CPI for Math from 66.7 to 82.6. All students that participated in the 2015 MCAS (paper and pencil test) scored in the NEEDS IMPROVEMENT OR ABOVE CATEGORY. **All students in grades 4, 5, and 6 who participated in the 2016 PARCC (paper and pencil) ELA assessments scored at the performance level 4 (met expectations). Most students in grades 4, 5, and 6 who participated in the 2016 PARCC (paper and pencil) Math assessments scored at the performance level 4 (met expectations). Each student in grades 4 and 5 also scored above the district average in both ELA and Math. All grade 5 students who participated in the 2016 MCAS Science and Technology/Engineering assessment scored proficient or advanced.**

## William Fallon Elementary School

### 2016-2017 School Improvement Plan

#### 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.

According to DESE, based upon state testing scores, William Fallon Elementary School is a Level One School.

Accountability and Assistance Level: <b>Level 1</b>									
School Percentile: -									
Cumulative PPI (all students) <b>100</b>									
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating	
<u>ELA</u>									
CPI	76.0	77.4	80.6	3.2	On Target	84.8	4.2	Above Target	
SGP	-	-	-			-			
% Advanced	3.8	3.2	9.7	6.5	Met Target	9.1	-0.6	Not meeting target	
% Warning	11.5	3.2	3.2	0.0	Met Target	0.0	-3.2	Met Target	
<u>Math</u>									
CPI	66.7	80.0	82.3	2.3	Above Target	82.6	0.3	Above Target	
SGP	-	-	-			-			
% Advanced	8.3	13.3	12.9	-0.4	Not meeting target	9.1	-3.8	Not meeting target	
% Warning	29.2	0.0	6.5	6.5	Not meeting target	6.1	-0.4	Not meeting target	
<u>Science</u>									
CPI	-	-	-			-	-		
% Advanced	-	-	-			-	-		
% Warning	-	-	-			-	-		
			<b>2015 SGPA</b>	<b>2015 Target</b>		<b>2016 SGPA</b>	<b>2016 Target</b>		
<b>ELL Proficiency Growth</b>			-			-			

#### Historical Accountability Data

2014	Level: Insufficient Data	School Percentile: NA	Annual PPI = 125	Cumulative PPI = NA
2015	Level: Insufficient Data	School Percentile: NA	Annual PPI = 100	Cumulative PPI = NA
2016	Level 1	School Percentile: NA	Annual PPI = 112.5	Cumulative PPI = 100

**William Fallon Elementary School**

2016-2017 School Improvement Plan

**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	-
School 2016	33	9	21	3	67	84.8	-
<b>District 2016</b>	<b>7,581</b>	<b>7</b>	<b>47</b>	<b>31</b>	<b>15</b>	<b>81.0</b>	<b>54</b>

**MCAS ELA 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	33	9	21	3	67	84.8	-
Students with Disabilities	33	9	21	3	67	84.8	-
Economically Disadvantaged	24	0	17	4	79	82.3	-
Male	27	11	22	4	63	84.3	-
Female	6	0	17	0	83	87.5	-

**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	-
School 2016	33	9	21	3	67	82.6	-
<b>District 2016</b>	<b>7,546</b>	<b>15</b>	<b>34</b>	<b>30</b>	<b>21</b>	<b>74.6</b>	<b>50</b>

**MCAS Math 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	33	9	21	3	67	82.6	-
Students with Disabilities	33	9	21	3	67	82.6	-
Economically Disadvantaged	24	4	17	0	79	79.2	-
Male	27	11	26	0	63	84.3	-
Female	6	0	0	17	83	75.0	-

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

<b>Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)</b>
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.
<b>Indicator 1: Aligned and Consistently Delivered Curriculum:</b> 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"> <li>• Using the CCSS and LPS District Curriculum Guides and Mapping; the teachers are proficient in designing SBI units and daily lesson plans (using UbD) with measurable and attainable outcomes.</li> <li>• LPS provides teachers curriculum maps/pacing guides aligned to the CCSS for ELA/Literacy, Science and Mathematics.</li> <li>• Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades</li> <li>• The use of technology (IPADS, computers, Smartboards) and a variety of instructional material (Go Math, Science A-Z, Anchor Benchmark Comprehension, Reach for Reading, On –Core, Six Traits of Writing, and Collections) aligned to curriculum maps.</li> <li>• The use of UDL and TPT strategies are embedded within lesson plans and units to support students’ ability to access the curriculum.</li> <li>• Weekly staff meeting with teacher led focus groups, discussion and collaboration on improving student outcomes.</li> <li>• 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</li> <li>• Professional development for Collections and Reach for Reading (K-2) program</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Peer observation and learning walks</li> <li>• Incorporating Six Traits of Writing with fidelity in all grade levels across the core subjects.</li> <li>• Incorporating PARCC type questions into daily lessons and assessments.</li> <li>• Vertical alignment across the curriculum.</li> <li>• Teacher understanding of clinical interventions to decrease mental health symptoms and elevate mood</li> <li>• Professional development for Science (K-2) and Reach for Reading (3-5) program</li> </ul>
<b>Indicator 2: Effective Instruction:</b> 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"> <li>• Systems for monitoring instructional practice: walk through with immediate feedback in Teachpoint</li> <li>• Instructional practices of high quality: small group instruction explicit teaching of reading comprehension, formative assessment, reciprocal teaching, anchor charts, Six Traits of Writing, and academic talk.</li> <li>• MCAS Alternate Portfolios are completed and submitted for those students who are unable to access the pencil and paper grade level test.</li> <li>• Supporting students in meeting academic and behavioral expectations for grade and developmental levels.</li> <li>• Use of UDL and TPT strategies to increase student engagement and access to the curriculum.</li> <li>• Professional development understanding and implementation of the various components of the new curriculum (Collections (Grade 6), Reach for Reading (K-2))</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Professional development understanding and implementation of the various components of the new curriculum (Reach for Reading (3-5), and Science (K-2))</li> <li>• Professional development understanding and implementation of the various components of the Go Math instruction (new math teacher).</li> <li>• Continued professional development: UDL, TPT, Six Traits of Writing, Close Reading</li> <li>• Understanding of CBT interventions in the classroom setting</li> </ul>

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

- Small group instruction in math
- Tiered instruction and scaffolding to accommodate differences in learning styles, readiness.
- Implementation of Close Reading Strategies

**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 (OT, PT, Speech)
- 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.
- Using data to develop Educator Professional and Student Learning goals (SMART)
- Fluency progress monitoring
- Extended learning time for areas of need

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
- Educator focus groups: Six Traits of Writing, UDL, Close Reading
- Clinical focus groups: CBT, mindfulness, trauma sensitive classrooms, Welcoming School Curriculum
- LPS provided professional development- Reach, Collections, Science, Six Traits of Writing, Standards of Mathematical Practice
- Monitor fidelity to previous professional development initiatives

Areas of need:

- PD/Training in the use of learning walks and peer observations

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

- Shared lesson plans revised to meet classroom/student needs
- Continued PD on components of Reach for Reading (3-5), Six Traits of Writing, UDL, Close Reading, Science (k-2)
- 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 Learning time
- UbD
- 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, Physical Education)
- 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, Holistic health)
- Yearlong school theme "Choose to Include"
- Respect Diversity through the lens of race, culture, abilities and all families matter.
- Morning routines include Fallon pledge and relaxation breathing techniques, gratefulness
- Supplementary Resources: Imagine Learning, Read 180, I-Pads, Wilson, Foundation, Corrective Reading, Reading Mastery, Primary Phonics, Explode the Code, Merrill Linguistics, Read It, Draw It, Solve It, Florida Center Reading Activities

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

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, car wash
- Unity Day
- Celebrating diversity with Raw Arts
- Ladies Spa Night

## William Fallon Elementary School

### 2016-2017 School Improvement Plan

- 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

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

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

**Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.**

Strengths:

- Ensure that the school wide focus remains on established academic goals and school focus areas
- Daily communication log- read by all staff before school
- Communication is fluid- Weekly staff meeting, access to principal and clinical staff as needed
- IEP meetings, reconvene meetings, check in meetings, case management meetings
- Morning Announcements
- Teacher led Focus Groups- UDL, Close Reading , Six Writing Traits
- Teacher Education Plan and Evaluation
- Tier III – Analysis of daily points, SWIS data , Competing Pathways and Behavior Support Plan
- School Council
- Open door policy principal's office
- Data Analysis- PARCC, MCAS, EOU, MCAS Portfolios,
- Highly structured therapeutic setting
- New teacher mentoring

Areas of need:

- Designated Common Planning Time with teacher coverage
- Computer technology support to maintain the electronic data collection system/program
-

**William Fallon Elementary School**  
2016-2017 School Improvement Plan

<b>Define Priorities and Describe the Strategies/Actions</b>
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.
<b>GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.</b>
<b>Identified Area of Need: Reading Comprehension, Writing, Vocabulary and Math Problem Solving Skills</b>
<b>Alignment to District Priority(s): Standards-Based Instruction, Data informed Decision Making</b>

**Priority 1**

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

**Strategies/  
Actions**

- **Direct instruction to teach each of the six district reading comprehension strategies**
  - Common language both orally and written by staff and students
  - 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 including Reach for Reading for grades K-5, Collections grade 6
  - Focus group – Close Reading, Six Traits of Writing, UDL (engagement and perception)
  - RTI – tiered instruction
- **Direct instruction in using and applying tier two and tier three vocabulary**
  - Vocabulary word walls
  - 7 step vocabulary model
  - Activators/summarizers
  - UDL (to accommodate learning styles) and TPT strategies
  - Use of a variety of Best Practices for vocabulary development
  - Weekly staff meetings – PD: focus groups (Six Traits of Writing, Close Reading, UDL – Multiple Means of Engagement, Multiple Means of Representation (perception))
  - Use of DESE approved graphic organizers for a variety of text types for ELA for Grades 3 & 4 (short response), Grades 3 – 5 (essay and story), Grades 6 – 8 (essay and story)
  - Use of DESE approved reference sheet for Grade 5 Science, Technology/Engineering
  - Use of DESE approved reference sheet for Grades 3 – 6 Math
  - Blooms Taxonomy
  - RTI – tiered instruction
- **Direct instruction in writing for variety of purposes, including open response, short answer and different genres**
  - Use of Six Traits of Writing rubrics for all text types and State testing rubrics
  - Universal language for Six Traits of Writing
  - Writing process (prewrite, draft, revise, edit, publish)
  - Conferencing on the identified trait within the write
  - On-line Zaner Bloser resources
  - Use of DESE approved graphic organizers for a variety of text types for ELA for Grades 3 & 4 (short response), Grades 3 – 5 (essay and story), Grades 6 – 8 (essay and story)
  - Use of DESE approved reference sheet for Grade 5 Science, Technology/Engineering
  - Use of DESE approved reference sheet for Grades 3 – 6 Math
  - 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
- Using CCSS and Massachusetts Frameworks, teachers will systematically model, practice, and coach

## William Fallon Elementary School

### 2016-2017 School Improvement Plan

students in solving word problems across all strands.

- Extended day learning time
- Use of DESE approved Math reference sheets for Grades 3 – 6
- RTI – tiered instruction

#### Expected Outcome(s)

- Evidence of Reading Comprehension:
  - Implementation of identified comprehension strategies embedded into daily lessons
  - Students using close reading strategies
  - Reach/Collections EOU, benchmark and weekly formative assessments
- Vocabulary
  - Identified vocabulary strategies embedded in daily lessons
  - Word walls with tier two and three words
  - Students writing and speaking using higher level vocabulary
  - Reach/Collections EOU, benchmark and weekly formative assessments
  - Use of higher level vocabulary in speaking and writing
- Writing
  - Student writing samples with revisions using the identified rubric matched to the text type- writing process
  - Writing for a variety of purposes using a variety of text types
  - Writing embedded into all content areas
  - Reach for Reading: power writes, EOU writing projects and writing expectations for a variety of purposes
  - Published writing pieces
  - Collections Performance Tasks
  - Spring cold writing samples demonstrating a score of 4+ on identified traits rubric
- Evidence of solving multiple step word problems
  - Develop strategies to solve multiple step word problems (understanding of the questions, 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

- Reading comprehension
  - 1x/month shared lessons and student work samples review during CPT
  - 1x/month focus group presentation (close reading)
  - Analysis of end of unit assessments
- Vocabulary
  - 1x/month shared lesson and student work samples during CPT
  - 1x/month focus group presentation (vocabulary)
  - Analysis of writing sample with tier two and three vocabulary embedded
- Writing
  - 1x/month focus group presentation (writing traits)
  - 1x/month student work samples scored against the corresponding rubric, revised and scored for final grade
  - 1x/month shared lesson and student work samples review during CPT
- Multiple Step Word Problems
  - EOU assessments in Go Math / LPS Created
  - First In Math
  - JUMP (Journal for Understanding Mathematical Practices)
  - 1x/month shared lessons during CPT
  - 1x/month analyzing work samples and determining areas of need to solve problems
  - 1x/week share with math colleagues for review of process and outcome of students work

William Fallon Elementary School

2016-2017 School Improvement Plan

**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**

**Alignment to District Priority(s): Address the Social, Emotional, Health, and Behavioral Needs of Students and Cultivate Community Collaboration and Family Engagement.**

**Priority 2**

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

**Strategies/Actions**

- Prosocial and coping strategies/Trauma Sensitive Classrooms
  - Social skills groups
  - Playworks
  - Behavior modification techniques used school wide
  - Social check in
  - PBIS
  - Sensory boxes used during direct instruction
- UDL and TPT implementation
  - Implemented strategies from previous CAST trainings
  - Participation in book talk and implementation of strategies from *Total Participation Techniques: Making Every Student an Active Learner*
  - PLC meetings
  - Developed professional practice goal
  - Embedded in lessons
  - Focus group - Trauma Sensitive Classrooms
  - TPT kits

**Expected Outcome(s)**

- Prosocial and coping strategies/Trauma Sensitive Classrooms
  - Students actively engaged in classrooms
  - Decreased off task behaviors and student disruptions
  - Increased participation of students
  - Increased respectful and pro-social behaviors
  - Increased awareness of diversity (race, culture, families and abilities).
- UDL and TPT implementation
  - Students actively engaged in classrooms
  - Decreased off task behaviors and student disruptions
  - Increased participation of students
  - Proficiency with UDL and TPT techniques
  - Use of variety of strategies

**Timeline for Actions**

- Prosocial and coping strategies/Trauma Sensitive Classrooms
  - Weekly Social Skills Groups
  - Daily mindfulness
  - Daily use of trauma sensitive classroom strategies
- UDL and TPT implementation
  - Daily use of UDL and TPT strategies

**William Fallon Elementary School**  
2016-2017 School Improvement Plan  
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:

## Reflection of Implementation of SY2016-2017 School Improvement Plan

**Priority 1:** Common School-Wide Instructional Practices in all content areas across all grade levels

### Description of implementation strategies/actions - Priority 1 SY 16-17

- Direct instruction to improve reading comprehension
  - Common language both orally and written by staff and students
  - Observations of colleagues within the school teaching comprehension strategies
  - Use of close reading strategies to dig deeper into variety of genre
  - Visual aids, anchor charts
  - Websites for supplemental practice including Reach for Reading for grades K-5, Collections grade 6
  - Focus group – close reading/vocabulary, Six Traits of Writing and writing process, UDL (engagement and perception)
  - RTI – tiered instruction- Corrective Reading
  - Extended day learning time – ELA
  - DESE Identified MCAS Alt. Standards
  
- Direct instruction in using and applying tier two and three vocabulary
  - Vocabulary word walls/notebooks
  - 7 step vocabulary model- Calderone
  - Activators/summarizers- vocabulary
  - UDL (to accommodate learning styles) and TPT strategies
  - Use of a variety of best practices for vocabulary development
  - Weekly staff meetings: focus groups (Six Traits of Writing and writing process, close reading/vocabulary, UDL – Multiple Means of Engagement, Multiple Means of Representation (perception)
  - Blooms Taxonomy
  - RTI – tiered instruction
  - DESE Identified MCAS Alt. Standards

- Direct instruction in writing for variety of purposes, including open response, short answer and different genres
  - Use of Six Traits of Writing rubrics for all text types
  - Universal language for Six Traits of Writing
  - Writing process (prewrite, draft, revise, edit, publish)
  - Conferencing on the identified trait within the write
  - On-line Zaner Bloser resources
  - Use of DESE approved graphic organizers for a variety of text types for ELA for Grades 3 & 4 (short response), Grades 3 – 5 (essay and story), Grades 6 – 8 (essay and story)
  - Formative assessment and observation of students' work samples to drive next step in the writing process
  - September, January and May student writing (same prompt) to assess growth using identified rubrics
  - DESE Identified MCAS Alt. Standards
  
- Direct Instruction in mathematics using Massachusetts Frameworks, teachers will systematically model, practice, and coach students in solving word problems across all strands.
  - Extended day learning time
  - Use of DESE approved Math reference sheets for Grades 3 – 6
  - RTI – tiered instruction
  - Go Math Intervention Modules
  - First In Math – reinforcement of learned concepts
  - PD – Personal Math Trainer
  - DESE Identified MCAS Alt. Standards

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

- Evidence of Reading Comprehension:
  - Students using close reading strategies
  - Reach/Collections & Corrective Reading EOU assessments
  - DIBELS- Oral Reading Fluency (benchmark and progress monitoring)
  - MAZE/DAZE- Comprehension (benchmark and progress monitoring)
  - MCAS test preparation- ELA
  - MCAS 2017 test results
  - MCAS Alts. 2017 portfolio results
  - Student implementation of identified comprehension strategies in all content areas
  
- Evidence of use and application of tier two and three vocabulary
  - Student implementation of identified vocabulary strategies embedded in all content areas
  - Word walls with tier two and three words
  - Students speaking using higher level vocabulary during academic discourse
  - Students using higher level vocabulary in their writing in all content areas
  - Reach/Collections, science and math EOU assessments
  - Extended learning time:
    - MCAS test preparation
    - MCAS 2017 test results
    - MCAS Alts. 2017 portfolio results
  
- Evidence of writing for variety of purposes:
  - Student improved quality and length of their writes using the Six Traits of Writing and the writing process conferencing
  - Student writing samples from all content areas examined and scored during staff meetings
  - Reach for Reading: power writes, EOU writing projects
  - Collections Performance Tasks
  - Published writing pieces
  - September, January and May student writing (same prompt) to assess growth using identified rubrics
  - Words and Windows (writing and art show)
  - Extended learning time:
    - MCAS test preparation-ELA
    - MCAS 2017 test results
    - MCAS Alts. 2017 portfolio results

- Evidence of solving multiple step word problems in math
  - Students demonstrated increased ability to independently solve multiple step word problems (understanding of the questions, vocabulary, order of operations and selecting the appropriate strategy)
  - First In Math
  - EOU assessments Go Math
  - Extended learning time: EOU remediation
  - LPS assessments
  - MCAS 2017 test results
  - MCAS Alts. 2017 portfolio results

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

Strengths:

- Comprehension: Close Reading strategies supported a climate where students understood and knew the expectations of reading, re-reading and citing evidence. Students worked with peers and there was an increase in academic discourse.
- Vocabulary: Word walls were evident in classrooms. Students made connections between content areas as evidenced by academic discourse and writing samples using tier 1 and 2 vocabulary. Mastered vocabulary supported increased comprehension.
- Writing: Spring cold writing samples demonstrated a score of 4+ on identified rubrics. Staff scored student writes during staff meetings increasing the consistency of scoring. Conferencing improved the quality and length of writes.
- Solving multiple step word problems: Students were able to use the BUS model to solve one-step word problems with high accuracy. The First in Math and Jump programs helped students' math fluency when performing the calculations.

Weaknesses:

- Comprehension: Students ability to make inferences, compare two text and understand the narrator's point of view. Less guided practice and more independent practices needed.
- Vocabulary: Long-term understanding and use of tier 2 vocabulary. Several vocabulary strategies were used depending on class and student abilities.
- Writing- Students struggle with open responses and short answers. Students unable to complete graphic organizers and transfer the information into a write without significant teacher support. Students' inability to extrapolate the main idea and write a summary.
- Solving multiple step word problems. Students struggled to extrapolate key words to solve multiple step word problems. The BUS model was the only strategy used consistently across the grades.

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

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

- Trauma Sensitive Classrooms
  - Staff Professional Development
  - On-going training
  - Social skills groups
  - Playworks
  - Behavior modification/de-escalation techniques
  - Social check in throughout the day
  - PBIS-positive supports
  - It Kits during direct instruction
  - Daily Yoga
  - Morning Message- deep breathing and gratitude list
  - Art and music therapy
  - Family Engagement
  - Coffee Time- weekly parent support group
  - Fidget Boxes to increase and decrease activity level as needed
  - I appreciate you notes read during morning announcements
  - Soothing background music
  - Settling areas within classrooms
  - Brain Gym and movement breaks
  - Restitution and Peace Flowers
  - Cafeteria No Thank You Table
  - Student and staff education on brain science and behavior
  - Staff meditation
  - Collaboration with community services and networks
  - UDL/TPT strategies
  - Direct instruction on coping skills/strategies
  
- UDL and TPT implementation
  - Teachers' professional practice goal
  - Total Participation Techniques incorporated in daily lessons
  - Book Study: Poor Students Rich Teaching
  - Focus group - Trauma Sensitive Classrooms
  - Weekly Social Skills Groups
  - Daily mindfulness
  - Daily use of trauma sensitive classroom strategies

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

- Prosocial and coping strategies/Trauma Sensitive Classrooms
  - Students actively engaged in classrooms
  - Decreased off task behaviors and student disruptions
  - Increased participation of all students
  - Increased respectful and pro-social behaviors
  - Increased awareness of diversity (race, culture, families and abilities).
  
- UDL and TPT implementation
  - Students actively engaged in classrooms in pro-social manner
  - Decreased off task behaviors and student disruptions
  - Increased engagement of typically non-participatory students
  - Universal access to interventions based on learning style
  - Daily use of UDL and TPT strategies
  - Increase in academic discourse
  - Increase in peer tutoring

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

#### Trauma Sensitive Classrooms

- Strengths:
  - Staff Professional Development – prof. dev. day and ongoing monthly reviews
  - Social skills groups- Welcoming Schools Curriculum and Diversity Awareness
  - Playworks- monthly review with aides to ensure fidelity to the program
  - Behavior modification/de-escalation techniques – reviewed two times per year. Safety Care Training annually all staff
  - PBIS-positive supports- Tier III weekly consultation with the May Center
  - It Kits during direct instruction
  - Daily Yoga- Produced Fallon School Yoga on You-Tube
  - Morning Message- deep breathing and gratitude list
  - Art and music therapy
  - Family Engagement
  - Coffee Time- weekly parent support group- two to three families consistently
  - Direct instruction on coping skills/strategies

○ Weaknesses:

- Social check in throughout the day- increased fidelity
- Coffee Time- Increased effort to engage parents- phone calls, flyers
- Yoga- increase the number of students actively participating vs. respectfully watching
- Tier III- May Center to observe classrooms and students vs. teacher report
- Increased access to coping skills/strategies when dysregulated

## School Year 2017-2018 Action Plan

<b>Refine Priority and Describe the Strategies/Actions</b>
<p>Refer to the SY2016-2017 reflection document to refine the Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2017-2018 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.</p>
<p><b>GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.</b></p>
<p><b>Identified Area of Need: Reading Comprehension, Writing, Vocabulary and Math Problem Solving Skills</b></p>
<p><b>Alignment to District Priority(s): Standards-Based Instruction, Data informed Decision Making</b></p>

**Priority 1**

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

**Strategies/Actions**

- Explicit Direct instruction to improve reading comprehension
  - Standard based instruction using the Reach as an anchor program with supplemental resources at teacher discretion
  - Use of close reading strategies
  - Shorter whole group instruction with increased emphasis on independent work.
  - RTI – tiered instruction with emphasis on differentiated materials based on learning style and readiness.
  - Keys to Literacy: two column notes/top down webs to a written summary
  - Corrective Reading Program as tier three intervention
  - Visual aids, anchor charts
  - Reach for Reading- whole group, learning stations, re-teach, tier three interventions
  - Myngconnect.com to reinforce known concepts
  - Focus group – close reading/vocabulary, Six Traits of Writing and writing process, UDL (engagement and perception)
  - Extended day learning time – January 2019
  - MCAS Prep: ELA
  - DESE Identified MCAS Alt. Portfolio Strands/Standards

- Explicit Direct instruction to improve vocabulary
  - Standard based instruction using identified key tier two and three vocabulary from content areas
  - Vocabulary word walls/notebooks
  - Keys to Literacy: two column notes and top down webs
  - 7 step vocabulary model for ELL students- Calderone
  - Activators/summarizers- vocabulary
  - UDL and TPT strategies to increase engagement
  - Professional Development: focus group for close reading/vocabulary
  - Blooms Taxonomy
  - RTI – tiered instruction
  - DESE Identified MCAS Alt. Standards
  
- Explicit Direct Instruction to improve writing
  - Standard based instruction using the Six Traits of Writing/Reach for Reading as anchor programs with supplemental resources at teacher discretion
  - Designated writing block
  - Keys to Literacy: two column notes/top down webs to a written summary
  - Daily writing for variety of purposes, including open response, short answer in all content areas
  - Use of Six Traits of Writing rubrics for scoring
  - Writing process (prewrite, draft, revise, edit, publish)
  - Conferencing on the identified trait within the write
  - On-line Zaner Bloser resources
  - Daily use of DESE approved graphic organizers
  - Staff meeting: monthly examination and scoring of students’ work samples and mock conferencing
  - September, January and May student writing (same prompt) to assess growth using identified rubrics
  - DESE Identified MCAS Alt. Standards

- Explicit Direct Instruction to improve mathematics problem solving
  - Standard based instruction using Go Math as the anchor program with supplemental resources at teacher discretion
  - Shorter whole group instruction with increased emphasis on independent work.
  - RTI – tiered instruction with emphasis on differentiated materials based on learning style and readiness
  - Keys to Literacy: Top down web and two column notes to identify and understand key words to solve multiple step word problems.
  - Introduce the problem solving model CUBE and/or BUS
  - JUMP problem solving workbooks
  - Extended day learning time
  - RTI – tiered instruction
  - Go Math Intervention Modules
  - First In Math – reinforcement of learned concepts
  - Personal Math Trainer at instruction level
  - DESE Identified MCAS Alt. Standards
  - Use of DESE approved Math reference sheets for Grades 3 – 5 in daily practice

- Evidence of Reading Comprehension
  - Increased ability to respond to higher order thinking questions in all content areas
  - Students using close reading strategies independently
  - Less guided practice and whole group instruction with increased amount of independent level work through learning stations and the use of visual aids and anchor charts
  - tier 3 instruction/intervention as needed with emphasis on differentiation based on learning styles and readiness
  - Students able to summarize text using two column notes and top down web
  - Increased use of online reading programs
  - Increased DIBELS and DAZE scores
- Evidence of vocabulary
  - Students speaking using tier 2 and tier 3 vocabulary in all content areas
  - Improved ability to use 2 column notes and top down web to understand vocabulary
  - Use of tier 2 and tier 3 vocabulary in writing responses

**Expected Outcome(s)**

- Evidence of Writing
  - Improved scores to open response and short answer questions
  - Decreased guided practice and teacher support for completing graphic organizers and transferring the information into a write
  - Increased ability to determine main idea and compose a summary of text
  - Using the writing process, increased length and quality of writes
  - Conferencing on the identified writing trait
  - Increased use of Zaner-Bloser online resources
  
- Evidence of Mathematical problem solving
  - Improved ability to solve multiple step word problems with decreased teacher support
  - Increase use of 2 column notes and top down web for vocabulary to identify and understand key words for solving multiple step word problems  
In addition to BUS, implement the problem solving model CUBE
  - Increased use of online math programs

- Reading comprehension
  - 1x/month examination of summaries of text
  - 1x/month focus group presentation (close reading)
  - Analysis of end of unit assessments
  - 1x month examination of tier 2 and tier 3 interventions to facilitate the decrease reliance on teacher support
  - 10 week goals progress monitoring
  - Biweekly progress monitoring
  
- Vocabulary
  - 1x/month examination of student work samples (2 column notes and top down web)
  - 1x/month focus group presentation (vocabulary)
  - Analysis of writing sample with tier two and three vocabulary embedded
  - Daily acknowledgement (good checks) of the use of tier 2 and tier 3 vocabulary during academic discourse

**Timeline for  
Actions**

- Writing
  - 1x/month focus group presentation (writing traits)
  - 1x/month student work samples scored against the corresponding rubric for the identified writing traits,
  - Using writing process initial score, revision, final score
  - 1x/month student work samples reviewed
  - September, January and May student writing (same prompt) to assess growth using identified rubrics
  
- Multiple Step Word Problems
  - 1x month analysis of EOU Go Math and LPS assessments
  - 1x month monitor First In Math/Personal Math Trainer usage
  - Weekly use of JUMP (Journal for Understanding Mathematical Practices)
  - 1x/month analyzing work samples using CUBE and BUS

## School Year 2017-2018 Action Plan

<b>Refine Priority and Describe the Strategies/Actions</b>
<p>Refer to the SY2016-2017 reflection document to refine Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2017-2018 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.</p>
<p><b>GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.</b></p>
<p><b>Identified Area of Need: Pro-social skills, Coping skills, Cognitive Behavioral Strategies</b></p>
<p><b>Alignment to District Priority(s): Address the Social, Emotional, Health, and Behavioral Needs of Students and Cultivate Community Collaboration and Family Engagement.</b></p>

**Priority 2**

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

**Strategies/Actions**

- Trauma Sensitive Classrooms
  - Professional Development and on-going trainings during staff meetings
  - Social skills groups
  - Playworks
  - Behavior modification/de-escalation techniques
  - Social check in throughout the day
  - Positive supports
  - It Kits during direct instruction
  - Daily Yoga
  - Morning Message - deep breathing, I appreciate you..., and gratitude list
  - Art and music therapy
  - Family Engagement (school council, educational fairs)
  - Coffee Time - weekly parent support group
  - Fidget Boxes to increase or decrease activity level as needed
  - Soothing background music
  - Settling areas within classrooms
  - Brain Gym and movement breaks
  - Restitution and Peace Flowers
  - Cafeteria No Thank You Table
  - Student and staff education on brain science and behavior
  - Staff meditation
  - Collaboration with community services and networks
  - Direct instruction of various coping skills/strategies
  - Daily read aloud books on diversity

**Expected  
Outcome(s)**

- UDL and TPT implementation
  - Total Participation Techniques incorporated in daily lessons
  - Book Study: Poor Students Rich Teaching, Teaching with Poverty in Mind, and Engaging Students with Poverty in Mind
  - Focus group - Trauma Sensitive Classrooms and Growth Mindsets
  - Bounce chairs, stand up desks, small group areas
  - IPads, text to speech, speech to text
  - UDL options for mastery
  - Differentiation based on learning styles

- Trauma Sensitive Classrooms
  - Students actively engaged in classrooms
  - Decreased off task behaviors and student disruptions
  - Increased participation of all students
  - Increased respectful and pro-social behaviors
  - Increased awareness of diversity (race, culture, families and abilities).
  - Internalized coping skills
  - Improved climate and culture
  - Growth mindsets
- UDL and TPT implementation
  - Students actively engaged in classrooms in pro-social manner
  - Decreased off task behaviors and student disruptions
  - Increased engagement of typically non-participatory students
  - Universal access to interventions based on learning style
  - Proficiency with UDL and TPT strategies
  - Increase in academic discourse
  - Increase in peer tutoring

**Timeline for  
Actions**

- Trauma Sensitive Classrooms:
  - Daily use of trauma sensitive classroom strategies
  - Daily mindfulness
  - Weekly social skills group
  - Daily read aloud books on diversity
- UDL and TPT implementation
  - Daily use of UDL and TPT strategies



**Refine Priority and Describe the Strategies/Actions**

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

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

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

**Identified Area of Need: Reading Comprehension, Writing, Vocabulary and Math Problem Solving Skills**

**Alignment to District Priority(s): Standards-Based Instruction, Data informed Decision Making**

**Priority 1**

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

	<b>Strategies / Actions</b>	<b>Expected Outcomes (Evidence/Data)</b>	<b>Method of Monitoring Progress</b>	<b>Specific Timeline for Action</b>	<b>Person(s) Responsible</b>
<b>1.</b>	Standards Based Instruction	<ul style="list-style-type: none"> <li>• Student implementation of identified comprehension strategies in all content areas</li> <li>• Improved ability to solve multiple step word problems at their independent levels</li> <li>• Student improved quality and length of their writes in all content areas.</li> <li>• Students using higher level vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of EOU, formative and summative assessments</li> <li>• Analysis of EOU, formative and summative assessments</li> <li>• Student writing samples, calibrate the scoring of writes during staff meeting</li> <li>• Tier 2 and 3 vocabulary embedded into writes and academic discourse</li> </ul>	<ul style="list-style-type: none"> <li>• September 2018 – June 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teachers</li> <li>• Teachers</li> <li>• Teachers</li> </ul>
<b>2.</b>	Gradual Release of Responsibility	I Do, We Do, You Do Model	Variety of student groupings working with increased amounts of time in the instructional and independent stages of learning	September 2018 – June 2019	Teachers
<b>3.</b>	Multi-Tiered System of Support	Tier II & III instructional strategies/interventions to meet diverse needs based on learning styles and readiness	UDL approach, student demonstration of mastery based on learning style and readiness	September 2018 – June 2019	Teachers

4.	Keys to Literacy	Bloom's Taxonomy, Top Down Webs, Two Column Notes/Summaries in all content areas	Analysis of student work samples at staff meeting	Four times per SY 18-19	Teachers/Principal
5.	EL Strategies: SWRL, Strategies and Protocols for Academic Discourse	EL strategies embedded into daily instruction	EL strategies embedded into SBI daily lessons and units submitted for evaluation to Principal	Three times per SY 18-19	Teachers/Principal
6.	Fallon School Focus Groups	Close reading/vocabulary, Six Traits of Writing and Writing Process, UDL (Engagement and Perception)	At staff meeting, examination of student writing samples with evidence of all the focus areas embedded into the final write	Three times per SY 18 - 19	Teachers/Principal

**Refine Priority and Describe the Strategies/Actions**

Refer to the SY2017-2018 reflection document, the results from the Action Plan Implementation Survey to the staff, and data from the Data Dip to refine the Priorities for School Improvement (if necessary). Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2018-2019 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes. A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.

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

**Identified Area of Need: Pro-social skills, Coping skills, Cognitive Behavioral Strategies**

**Alignment to District Priority(s): Address the Social, Emotional, Health, and Behavioral Needs of Students and Cultivate Community Collaboration and Family Engagement.**

**Priority 2**

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

	<b>Strategies / Actions</b>	<b>Expected Outcomes (Evidence/Data)</b>	<b>Method of Monitoring Progress</b>	<b>Specific Timeline for Action</b>	<b>Person(s) Responsible</b>
1.	UDL/TPT strategies	Students actively engaged	UDL and TPT strategies evident in daily classroom instruction and lesson planning	Daily-September 2018 – June 2019	Staff
2.	Growth Mindsets	Students persevere through challenging work, making mistakes and learning from them.	Point System- processing strategy used	Daily-September 2018-June 2019	Staff
3.	Trauma Sensitive Classrooms	Pro-social on task behavior	Point System	Daily September 2018 – June 2019	Staff
4.	Technology	Increase use of technology (apps and programs), using I-Pads and classroom computers.	Monitor on-line usage of digital programs. Students access curriculum through adaptive programs.	Monthly-September 2018-June 2019	
5.	Direct Instruction on Coping Skills	Students choose preferred coping strategies to remain regulated and able to access the curriculum	Point System	Daily- September 2018 – June 2019	Staff
6.	Brain Science	Students understand and are aware of how their brain works when regulated and dysregulated	Point System	Daily September 2018-June 2019	Staff