Sisson Elementary School

School Improvement Plan

2016-2017

School Improvement Team

Jane Franklin, Principal

Lisa Grassa, ELA CIT

Chantal Ryan, Math CIT

Kristen Deschene, Grade 4

Malenda Veiga, Reading Specialist

School Council Members

Jane Franklin, Principal

Lisa Grassa, ELA CIT

Linda Marzeotti, Teacher

Sheila Hunt, Teacher

Joy Bartlett, Parent

Erin Bushway, Parent

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School 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.

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 Sisson Elementary School is the seventh largest of Lynn's seventeen elementary schools and has a student population of approximately 450 students which has been consistent for the last several years. Demographically the student population is 8.8% African American, 11.3% Asian, 36.8% Hispanic, Multi-race Non-Hispanic 5.2%, and 37.2% White.

The teaching population consists of the majority of teachers falling in age range of 26-56 with 67% in that range and 33% in the over the age of 56. Their median years of service is 20, compared to district at 8 yrs.

The student population is composed of 28.2% of students whose first language is not English, 8.6% who are Limited English Proficient, 40% who are economically disadvantaged, and 13.3% who receive services from the Special Education Department. Sisson is a Title I school with 3 full-day kindergarten classes, 3 first grade classes, 3 classes for second, 3 for third, 3 for fourth, and 3 fifth grades. Special Education services are provided by four Special Educators through an inclusion program. Sisson also has a self- contained II (Intellectually Impaired) class for grades 3-5 and a Developmentally Delayed K-2. Special services include an on- site Social Worker, ELL Specialist, Math CIT, ELA CIT and 2 Reading Specialist for grades K-5.

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	69	67	63	1,092
Grade 1	92	80	74	1,356
Grade 2	83	87	75	1,422
Grade 3	79	76	79	1,334
Grade 4	63	78	77	1,267
Grade 5	66	66	75	1,053
Total	**452**	**454**	**443**	**7,524**

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	75.8	73.5	72.7	75.9	83.5
Staff Age	**2014**	**2015**	**2016**	**2016 District**	**2016 State**
Under 26	3%	2%	0%	7%	6%
26-56	75%	77%	67%	72%	76%
Over 56	22%	21%	33%	21%	18%
Median Yrs Experience	-	20			
% ≥ 10 Yrs Experience	-	89%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.1	95.5	95.4	93.9	94.9
Absent 10 or more days (%)	35.0	31.4	31.8	38.1	30.5
Chronically Absent (% with < 90%)	10.6	10.5	11.3	19.6	12.3
Student Retention Rate	3.0	2.6	4.7	3.2	1.5
Out-of-School Suspension Rate	2.4	2.3	0.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	9.5	10.4	8.8	10.1	8.8
Asian	10.4	10.8	11.3	9.1	6.5
Hispanic	31.0	33.0	36.8	58.2	18.6
White	42.3	39.0	37.2	18.3	62.7
Multi-Race	6.0	6.2	5.2	3.9	3.2
Male	52	54	53	52	51
Female	48	46	47	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	26.5	26.4	28.2	54.0	19.0
English Language Learner	5.5	6.4	8.6	19.5	9.0
Special Education	11.9	13.0	13.3	15.4	17.2
Economically Disadvantaged	-	39.4	40.0	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 MTELs.

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

Core Instructional programs

REACH for Reading and Go Math are the school-wide comprehensive reading and math programs.

Tiered Instruction/Supports and Interventions

First in Math is a computer based program used by all students to improve math skills.
Afterschool Academic Support- Support is given to students who are chosen based on their academic needs as determined from data analysis.
Social worker –The social worker at the Sisson School gives support to incoming students as well as students with emotional and behavioral needs.
ELL coordinator- The ELL specialist provides small group tiered instruction based on the students language levels. After school support is also provided.

Assessment Practices

Assessment data is used to create instructional tiered grouping and to drive and adjust instruction

School based PD and content

Faculty Peer Modeling of Student Engagement Strategies- Teachers model lessons and show evidence of student engagement during faculty meetings
ELA & Math CIT model instruction in classrooms
Monthly Professional Learning Time throughout the year

Celebrations

Go Math awards - Principal recognizes top students and top classrooms with incentives (trophies, bulletin board, & announcements)
Reading Club- Students read a specified amount of pages each monthly to receive an ice cream reward. Those students that participate every month are rewarded with breakfast with the principal.

Indicators of school culture

Parent Teacher Organization Sponsored Events (Field Day, Academic Presenters, Holiday Fair, Polar Express, Roller Skating Party, Lip Sync, Fundraisers, Scholastic Book Fair)

Afterschool Enrichment

Newspaper Club
Lego Robotics Club
Sports

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 inspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTELs.

Teacher Evaluation

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

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

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

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

- 60% of Sisson staff feel to a large extent they can analyze data to improve instruction as compared to 47% district wide.
- Only 20% of Sisson staff feel to a large extent that students work together to solve challenging problems or tasks as compared to 18% of teacher and 85% of principals district wide.

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).

Edward A. Sisson improved to a Level 1 status.

DIBLES:

- In Kindergarten, Grade 2, and Grade 3 more than 50% of the students made typical to low growth.
- 2nd grade high growth (12%) is lower than district (19%)
- 3rd grade high growth (18%) is higher than district (15%)
- 1st grade high growth (24%) is higher than district (17%)
- K high growth (25%) is lower than district (35%)

ELA:

- Student growth increased 7.5 points (50-57.5)
- Grade 5 growth increased from 42.5% to 56.5 % (an increase of 14 points)
- Grade 4 growth is 57.5th percentile from 67th percentile, a decrease of 9.5 points.
- ELL student growth is 95th percentile
- Students with Disabilities growth is 51st percentile
- CPI in grade 3 has fluctuated (86.2, 90.3, 85.3, 88.6)
- CPI in grade 4 has fluctuated (88.9, 85.7, 88.5, 86.0)
- CPI in grade 5 has increased this year (89.5, 87.1, 86.7, 93.2)
- Decrease of advanced students from 15% to 11%
- Increase of proficient students from 48% to 60%
- Decrease of needs improvement students from 31% to 21%
- Special Ed students in warning is 41% (out of 39 students) and 26% in NI

Math:

- Growth went up 3.5 pts (31- 34.5) which is still well below district growth
- CPI went up from 85 to 87.6 which is above the district of 74.6
- CPI in grade 3 has fluctuated (90.7, 96.4, 93.6, 89.9)
- CPI in grade 4 has fluctuated (79, 85.7, 84.4, 87.0)
- CPI in grade 5 has increased by 10.8 points (82, 78.5, 75.8, 86.6)
- Percentage of students scoring advanced increased from 23% to 26.7%, meeting target.
- Students with disabilities- out of 39 students, 36% were warning and 33% in NI (total of 69%)
- Students with disabilities growth increased from 19.5% to 51 %

Science:

- All targets were met with CPI (91.8) above both district (72.7) and state (76.4) for Science
- Decrease of students in NI from 40% to 22%

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

Accountability and Assistance Level: Level 1 **School Percentile: 50**								
Cumulative PPI (all students) **76**								
Proficiency Gap Narrowing	**2013**	**2014**	**2015**	**2015 Change**	**2015 Rating**	**2016**	**2016 Change**	**2016 Rating**
ELA								
CPI	88.2	87.9	86.9	-1.0	No Change	89.2	2.3	Improved Below Target
SGP	45.5	38	50	12	On Target	57.5	7.5	On Target
% Advanced	9.7	11.3	15.0	3.7	Met Target	10.7	-4.3	Not meeting target
% Warning	4.9	2.9	2.8	-0.1	Not meeting target	3.6	0.8	Not meeting target
Math								
CPI	83.8	87.4	85.7	-1.7	No Change	87.6	1.9	Improved Below Target
SGP	23.5	21	31.5	9.5	On Target	34.5	3.0	On Target (SH)
% Advanced	26.5	24.1	23.0	-1.1	Not meeting target	26.7	3.7	Met Target
% Warning	7.8	3.9	5.6	1.7	Not meeting target	3.6	-2.0	Met Target
Science								
CPI	66.3	76.9	82.0	5.1	Above Target	91.8	9.8	Above Target
% Advanced	5.8	9.2	21.9	12.7	Met Target	27.4	5.5	Met Target
% Warning	15.9	6.2	4.7	-1.5	Met Target	1.4	-3.3	Met Target
			2015 SGPA	**2015 Target**		**2016 SGPA**	**2016 Target**	
ELL Proficiency Growth			-			-		

Historical Accountability Data

2012	Level	2	School Percentile:	48th %ile	Annual PPI = 80	Cumulative PPI = 64
2013	Level	2	School Percentile:	41st %ile	Annual PPI = 20	Cumulative PPI = 48
2014	Level	2	School Percentile:	38th %ile	Annual PPI = 75	Cumulative PPI = 57
2015	Level	2	School Percentile:	42nd %ile	Annual PPI = 75	Cumulative PPI = 65
2016	Level	1	School Percentile:	50th %ile	Annual PPI = 90	Cumulative PPI = 76

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 2016	*Spring 2016*		*School*	*District*
Above/Well Above Avg	6 (9%)	12 (19%)	High	16 (25%)	348 (35%)
Average	20 (32%)	16 (25%)	Moderate	10 (16%)	173 (18%)
Low Average	10 (16%)	5 (8%)	Typical	18 (29%)	218 (22%)
Below Average	12 (19%)	13 (21%)	Low/Declined	19 (30%)	246 (25%)
Well Below Average	15 (24%)	17 (27%)			
CPI	**68.7**	**67.5**	**Total**	**63**	**985**

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	*Spring 2016*		*School*	*District*
Above/Well Above Avg	9 (13%)	11 (16%)	High	17 (24%)	217 (17%)
Average	24 (34%)	36 (51%)	Moderate	21 (30%)	316 (25%)
Low Average	12 (17%)	6 (9%)	Typical	20 (29%)	393 (31%)
Below Average	8 (11%)	7 (10%)	Low/Declined	12 (17%)	325 (26%)
Well Below Average	17 (24%)	10 (14%)			
CPI	**71.8**	**82.1**	**Total**	**70**	**1,251**

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	*Spring 2016*		*School*	*District*
Above/Well Above Avg	17 (23%)	13 (18%)	High	9 (12%)	269 (19%)
Average	27 (36%)	36 (48%)	Moderate	24 (32%)	375 (27%)
Low Average	15 (20%)	7 (9%)	Typical	18 (24%)	426 (30%)
Below Average	4 (5%)	7 (9%)	Low/Declined	24 (32%)	331 (24%)
Well Below Average	12 (16%)	12 (16%)			
CPI	**80.3**	**81.0**	**Total**	**75**	**1,401**

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

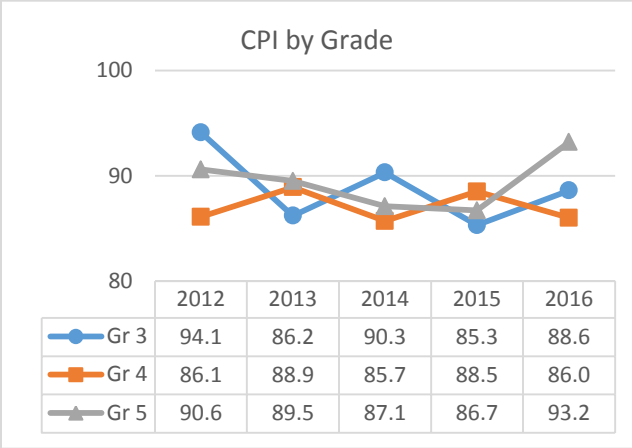
Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	*Spring 2016*		*School*	*District*
Above/Well Above Avg	19 (25%)	20 (26%)	High	14 (18%)	179 (15%)
Average	23 (30%)	29 (38%)	Moderate	23 (30%)	283 (23%)
Low Average	11 (14%)	6 (8%)	Typical	25 (32%)	389 (32%)
Below Average	13 (17%)	17 (22%)	Low/Declined	15 (19%)	363 (30%)
Well Below Average	11 (14%)	5 (6%)			
CPI	**77.3**	**82.1**	**Total**	**77**	**1,214**

ENGLISH LANGUAGE ARTS

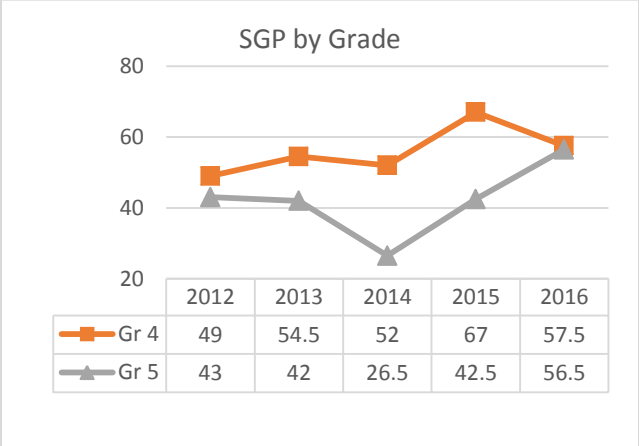
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	198	12	61	23	4	90.3	48.5
School 2013	206	10	62	24	5	88.2	45.5
School 2014	204	11	51	29	8	87.9	38
School 2015	213	15	48	31	7	86.7	50
School 2016	225	11	60	21	8	89.4	57.5
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

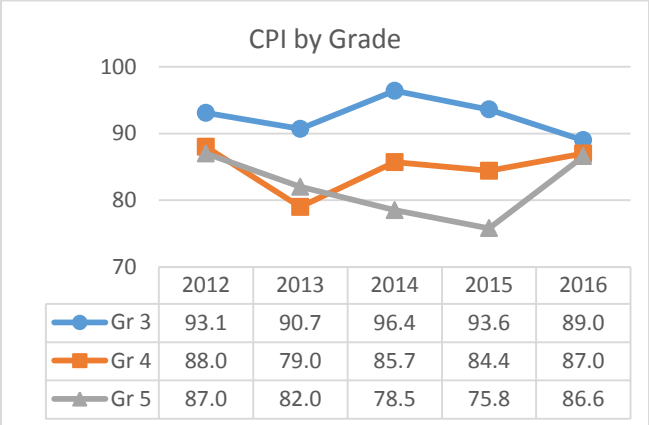
Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	225	11	60	21	8	89.4	57.5
Students with Disabilities	39	0	33	26	41	76.3	51
ELL	14	0	43	21	36	76.8	95
Former ELL	10	0	70	20	10	92.5	82
Economically Disadvantaged	111	7	52	25	15	84.7	54
Male	119	8	61	22	9	89.5	60
Female	106	13	58	21	8	88.9	55

MATHEMATICS

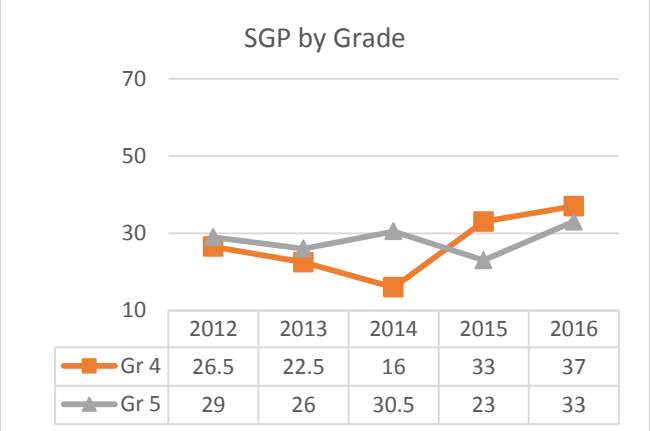
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	197	24	47	26	3	89.7	27
School 2013	204	26	36	29	8	83.8	23.5
School 2014	203	24	40	27	9	87.4	21
School 2015	216	23	41	28	9	85.0	31
School 2016	225	27	40	24	9	87.6	34.5
District 2016	7,546	15	34	30	21	74.6	50

Multi-Year MCAS MATH CPI Results by GRADE



Multi-Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	225	27	40	24	9	87.6	34.5
Students with Disabilities	39	8	23	33	36	77.6	51
ELL	14	14	21	21	43	73.2	43
Former ELL	10	30	30	30	10	90.0	31.5
Economically Disadvantaged	110	21	39	26	14	85.2	36
Male	120	28	38	23	11	88.1	36
Female	105	25	43	26	7	86.9	31

SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	47	15	30	49	6	76.1
School 2013	69	6	22	57	16	66.3
School 2014	65	9	32	52	6	76.9
School 2015	65	22	34	40	5	82.3
School 2016	73	27	42	22	8	91.8
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	73	27	42	22	8	91.8
Students with Disabilities	14	7	14	36	43	82.1
ELL	3					
Former ELL	4					
Economically Disadvantaged	37	22	41	24	14	89.2
Male	38	34	37	21	8	92.1
Female	35	20	49	23	9	91.4

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	3	15%	7	26%	9	26%
Emerging	4	20%	6	22%	6	17%
Developing	5	25%	8	30%	10	29%
Expanding	3	15%	4	15%	5	14%
Bridging	5	25%	2	7%	5	14%
Reaching	0	0%	0	0%	0	0%
Total	**20**		**27**		**35**	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	4	29%	4	29%	6	43%
2015	6	38%	1	6%	9	56%
2016	12	63%	2	11%	5	26%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering		1 (17%)	5 (83%)			
Emerging		1 (33%)	2 (67%)			
Developing			1 (14%)	4 (57%)	2 (29%)	
Expanding			1 (20%)	1 (20%)	3 (60%)	
Bridging						
Total (21)						

Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
Strengths: The district/school provides teachers curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy, Mathematics and Science, incorporating the Common Core State Standards, and teachers unpack the standards so they have a working knowledge of proficiency and use these to frame their teaching. Instructional staff engages in regular discussions of student learning expectations horizontally (with colleagues in their grades)
Areas of Need: There is very little evidence that instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. There is develop evidence that instructional staff engages in regular discussions of student learning expectations vertically (across grades). Instructional staff receives minimal support in creating and refining curricula and in lesson development.
Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
Strengths: Instructional staff provides students with lessons that are appropriate to their developmental and language proficiency levels. Teachers engage in ongoing focused discussion and collaborative reflection on instructional practice that aligns with student learning needs that have been identified through the use of universal screening and formative assessment.
Areas of Need: There is little evidence that all lessons engage students' social/ emotional needs. There is developing evidence that all lessons promote higher-order thinking. There is developing evidence that student assignments are rigorous and reflect high expectations for **all** students. There is developing evidence that effective instruction is modeled for teachers by leaders, coaches, and colleagues and Instructional staff has opportunities to observe and provide feedback on their colleagues' practice. There is little evidence of the use of technology in classroom instruction.

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: Instructional staff uses a range of assessments (formative and benchmark) that are aligned to the standards and grade-level learning outcomes. ELA Assessment data is used to place students, monitor progress, and drive timely interventions in grades K-5 as part of a system of tiered instruction. Math Assessment data is used to place students, monitor progress, and drive timely interventions in K-5 as part of a system of tiered instruction initiated by the district.
Areas of need: There is developing evidence of instructional staff using results of assessments to target and modify instruction. There is little evidence that students receive constructive feedback based on data analysis as well as guidance on how to improve.

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: Promising practices for teaching and collaboration are identified and shared. Systems and protocols are in place to guide collaborative discussions.
Areas of need: There is inconsistent evidence that job-embedded coaching and other supports provide follow-up on the implementation of what is learned through PD. There is little evidence that all staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.
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: Time is built into the school schedule for staff collaboration, and collaboration serves as PD. Systems and protocols are in place to guide collaborative discussions.
Areas of need: There is little evidence of evaluating professional development and structures for collaboration for their effect on raising student achievement.

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: A universal screening system for ELA is used by leaders and instructional staff to regularly monitor students' progress to target students needing additional support through flexible tiered instruction, progress monitoring, and School Study Team. Sisson provides opportunities for academic and other support outside school hours. Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks. There is evidence in math instruction of flexible research-based interventions for all students requiring additional support to access the core curriculum.
Areas of need: There is little evidence of the school schedule being flexible and providing adequate time for both core instruction and additional academic supports as needed.
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: Sisson staff create a safe, supportive, and predictable learning environment through established safety and behavioral expectations. Appropriate healthcare provider screens students for health issues and identify behavioral needs and coordinates with families to address needs that arise. Healthy lifestyles are promoted through access to nutritious food/physical activity
Areas of need: There is little or no evidence of leaders and staff encouraging students to share their perspectives and experiences. There is little or no evidence of a mutually beneficial relationship between community partners and Sisson.
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: Families, through the P.T.O., are encouraged to help plan meaningful events and programs. Sisson staff and principal regularly meets with the Sisson P.T.O. and provides families with information on student status and progress.
Areas of need: There is developing evidence that students, families and community partners will understand the school's improvement plan and learning goals. There little or no evidence of leaders soliciting and acting on the input of families and community partners when developing and implementing the schools strategic plan. There is little or no evidence of under-represented groups are actively recruited and trained to be effective participants in the improvement of school performance.

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: • School leaders (Principal, Math and ELA CITs) communicate goals and school priorities to ensure a school-wide focus of academic goals.
Areas of need: • Develop a leadership that represents a variety of grade levels.

Define Priorities and Describe the Strategies/Actions
Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.
GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Data Based Decision Making
Alignment to District Priority(s): Data Informed Decision Making

Priority 1	**Using Formative Assessment to Tier Instruction to Increase Student Achievement**
Strategies/ Actions	Instructional staff will use a range of formative assessments that are aligned to the grade level standards. Examples of formative assessments include: • Activators and Summarizers • Reading and Early Literacy Assessments (REACH, DIBELS) • Grade K-2 Reach for Reading - End of Unit Assessments • Grades K-5 Math End of Unit Assessments • Grades 1-5 Science Assessments Teachers will tier instruction based on data analysis. • Small group instruction within the classroom (ELA, Math, Science). • Reteach standards (whole and small group). • Small group instruction with support staff. • After school and Saturday school tiered instruction.
Expected Outcome(s)	• Lesson planning and walkthroughs show formative assessment embedded within lessons and used in the classroom. • Lesson planning and walkthroughs show tiered instruction and /or small group instruction in the classroom. • Teacher Collaboration Time (PLTs, faculty meetings, etc.) supports to develop, analyze, and share formative assessments to create tiered instructional opportunities. • Increased student scores on reassessments.
Timeline for Actions	• Ongoing Teacher Collaboration Time (PLTs, faculty meetings, etc.) - Share and develop strategies for utilizing formative assessment in the classroom and tiering instruction. • Ongoing- Lesson planning and assessments based on District Curriculum Mapping (Grades K-3- ELA and Math, Grade 4-5- ELA, Math, Science) • Weekly Principal Walkthroughs. • Daily Lesson Plans.

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: Effective Instruction
Alignment to District Priority(s): Raising Student Achievement in Math, Science, and ELA

Priority 2	**Raising Student Achievement Across All Content Areas Through Use of Technology.**

Strategies/Actions

Instructional staff will use a wide range of technologies aligned to the standards to meet the needs of all students.

- Flexible computer lab schedule will be developed and maintained.
- Teachers will integrate technology in lesson planning and instruction.
- Teachers and students will be assigned user names and passwords.
- Teachers will assign specific targeted practice to students.
- Technology support will be given during Teacher Collaboration Time (PLTs, faculty meetings, etc.)

Examples of technologies used in the classroom:

- Go Math
- First in Math
- Reach for Reading
- Smart Notebook Lessons
- Use of iPads

Examples of technology used in the computer lab:

- First in Math
- Go Math
- Reach for Reading
- Imagine Learning
- Typingclub.com

Examples of technology used at home:

- Go Math
- First in Math
- Reach for Reading

Expected Outcome(s)

- Lesson planning and walkthroughs show technology embedded within lessons.
- Teacher Collaboration Time (PLTs, faculty meetings, etc.) supports understanding technologies and embedding technologies within instruction.
- Increase use of district curriculum programs' technology.
- Increased student scores.

Timeline for Actions

- Ongoing Teacher Collaboration Time- support in use and planning of technology.
- Weekly Principal Walkthroughs.
- Daily Lesson Plans.
- Monthly review of the computer lab. schedule.

Sisson 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:Using Formative Assessments to Tier Instruction to increase Student Achievement

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

- Instructional Staff will use a range of formative assessments that are aligned to the grade level standards.
- Teachers will tier instruction based on data analyzed from formative assessments.

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

- Teachers are using formative assessments in the classroom based on daily lesson plans and weekly principal walkthroughs.
- There is evidence of consistent small group instruction but not always based on data analysis.

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.)

- Challenge- Time constraints and scheduling/ Curriculum Mapping
- Success- Teachers are using formative assessments in the classroom.

Priority 2: Raising Student Achievement Across All Content Areas Through the use of Technology.

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

- Instructional Staff will use a wide range of technologies aligned to the standards to meet the needs of all students.

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

- There is an increase of instructional technology during the school day based on computer lab schedule, laptop and iPad sign out sheet and principal classroom visits.

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.)

- Success- Teachers are using technology in their classrooms
- Challenge;
  Accessibility to Internet
  Not enough technology, (IPads, Laptops)
  Computers are currently in the building but not set up in the classrooms
  Variety of user names and passwords

School Year 2017-2018 Action Plan

Refine Priority and Describe the Strategies/Actions
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.
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: Data Based Decision Making
Alignment to District Priority(s): Data Informed Decision Making

Priority 1	Using Formative Assessments to Tier Instruction to Increase Student Achievement
Strategies/Actions	• Teacher will use formative assessments to evaluate specific skills, strategies and /or standards currently taught in whole group.K-3 ELA and Math, Gr. 4-5 ELA, Math and Science. • Teachers will create flexible student groupings based on achievement level and will reteach skills and strategies that were not mastered. • Teachers will assess students for understanding.
Expected Outcome(s)	• Lesson planning and walkthroughs show tiered instruction and small group instruction in the classroom. • Teacher Collaboration Time, PLTs, Faculty Meetings and Common Planning Time, to be used to plan flexible tiered instructional opportunities for classroom instruction. • Increase student understanding.
Timeline for Actions	• Ongoing Teacher Collaboration Time (PLTs, Faculty Meetings, etc.) to support small group intervention • Ongoing Lesson Planning and assessments based on District Curriculum Mapping (K-3 ELA and Math, Gr. 4-5 ELA, Math and Science) • Principal Walkthroughs- Weekly • Once a week- Reteach Flexible Groupings

School Year 2017-2018 Action Plan

Refine Priority and Describe the Strategies/Actions
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.
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: Effective Instruction
Alignment to District Priority(s): Raising Student Achievement in ELA, Math and Science

Priority 2	Raising Student Achievement Across All Content Areas Through the Use of Technology
Strategies/Actions	• Teacher will use weekly Computer Lab time to practice and review strategies and skills taught in the classroom. • Teacher will plan and assign one math and one ELA activity to be accessed during weekly Computer Lab time. • Teachers will plan lessons that integrate technology for student use in the classroom.
Expected Outcome(s)	• Lesson planning and walkthroughs show technology embedded within classroom lessons. • Teacher Collaboration Time (PLTs, Faculty Meetings, etc.) supports understanding technologies and embedding technologies within instruction. • Increase use of district curriculum programs' technology • Increase students' scores.
Timeline for Actions	• Ongoing Teacher Collaboration Time- support in the use and planning of technology • Principal Walkthroughs- Weekly • Daily Lesson Plans • Monthly review of the Computer Lab. Schedule

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: Data Based Decision Making
Alignment to District Priority(s): Data informed Decision Making

Priority 1 Using formative Assessments to Tier Instruction to Increase Student Achievement

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Teacher will use formative assessments to evaluate specific skills, strategies and / or standards currently taught in whole group (K-3 ELA and Math; Gr. 4-5 ELA, Math, and Science).	Increased use of formative assessments and student achievement.	Lesson planning and walkthroughs show evidence of formative assessments.	Ongoing	Classroom, Special Education, Reading, and EL teachers, Principal, and Paraprofessionals
2.	Teachers will differentiate instruction based on achievement level and will reteach skills and strategies not mastered.	Increased use of formative assessments and student achievement.	Lesson planning and walkthroughs show evidence of differentiated instruction.	Ongoing	Classroom, Special Education, Reading, and EL teachers, Principal, and Paraprofessionals
3.	Teachers will reassess students for understanding.	Increased use of formative assessments and student achievement.	Post-tests show improvement	Ongoing	Classroom, Special Education, Reading, and EL teachers, Principal, and Paraprofessionals

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: Effective Instruction
Alignment to District Priority(s): Raising Student Achievement in ELA, Math and Science

Priority 2 Raising Student Achievement Across All Content Areas Through the Use of Technology

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Teacher will plan lessons that integrate technology for student use in the classroom.	Increased use of district curriculum programs' technology and student achievement.	Check student progress through computer program.	Ongoing	Classroom, Special Education, Reading, and EL teachers, Principal, and Paraprofessionals
2.	Teacher will use weekly computer lab time to assign specific activities to practice and review strategies and skills previously taught in the classroom.	Increased use of district curriculum programs' technology and student achievement.	Check student progress through computer program.	Ongoing	Classroom, Special Education, Reading, and EL teachers, Principal, and Paraprofessionals
3.					