

Colegrove Park Elementary School Improvement Plan

2016-2017

**Amy Meehan, Principal
Jonathan Slocum, Dean of Students
Wendy Nelson, Head Teacher
Lindsay Osterhoudt, Math Coach
Colegrove Park Instructional Leadership Team**

Introduction/Purpose

The Sullivan School community moved into Colegrove Park Elementary School (CPES) on January 4, 2016. Our mission is to promote high expectations for student achievement with instruction to meet the needs of all learners.

- Promote a feeling of well-being and belonging for all students and staff.
- Encourage partnerships between parents and community with school.
- Equip all students with the tools they need to be college and career ready.

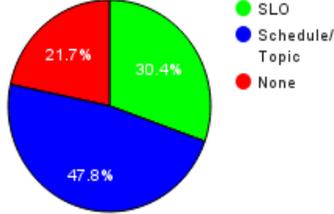
At Colegrove Park Elementary School, our multi-year goal is to focus on academic standards rooted in **creativity, collaboration, communication** and **critical thinking**, all the while promoting a sense of belonging for students, faculty, staff and family alike through **citizenship** and social responsibility. These 21st Century learning skills will serve as the foundation for our students to be on track with content and skills necessary for college and career readiness. All Title I Component references will be noted as “T1C:” followed by the individual component letter to facilitate links between actions and guiding principles.

Our annual school improvement plan will review student progress and achievement data from 2015-2016, reflect on last year’s five areas for instructional improvement outlined below, reasons why our improvement efforts did/did not yield gains with our goals and preview refined approaches for instructional improvement this year. The last portion of the plan outlines our specific objectives and action steps to advance student learning for 2016-2017. The identified goals, data, and action steps are the results of needs derived from the DESE district review, initial feedback during the current Coordinated Program Review, alignment to the Massachusetts Model System for Educator Evaluation, and the Massachusetts DESE Turnaround Practices and Conditions for School Effectiveness. Composite Performance Index (CPI) targets are aligned to the state assessment targets and College/Career Readiness expectations. (T1C: A)

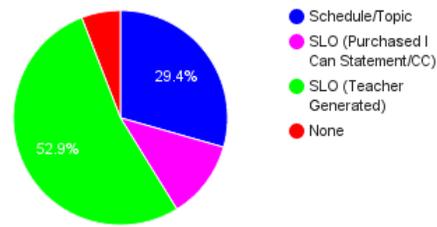
Continued support of Student Learning Objectives:

CPES continued to support the development and implementation of Student Learning Objectives (SLO). November 2015 data indicated that 75% of classrooms had a posted objective. Fall 2016 walk-through data indicated this remains an area for improvement at CPES based on September and October 2016 data, as only 30.4% and 52.9% of teachers posted measurable SLO’s. The importance of posted SLO’s is rooted in the teacher’s use of a daily agenda to guide students through instruction, inform students as to what they will be learning and how they will be assessed as part of the lesson. CPES completed training supported by the District and School Assistance Center (DSAC) on meeting protocols and the implementation of sound instructional practices over the past few years. Data suggests more work is necessary for deepening educator practice of measurable, standards-based learning objectives, as implementation is inconsistent and learning targets often lack clarity. (T1C: A, B, H)

9/22 & 9/23 SLO Walk Through Data



10/24 SLO Walk Through Data



Monitor assessments aligned to standards-based learning objectives:

Last year, assessment analysis efforts led to reteach plans, differentiation and scaffolding to support student progress towards mastery of grade-level standards. Spring 2016 data however illustrates little to no significant student gains. This fall, Colegrove Park Elementary school and teachers used the Data-Driven Dialogue protocol to examine school-wide trends on September 7, 2016 based on learning presented by the school’s data team outlining the Spring 2016 summative assessments (PARCC/MCAS). Teachers continued to examine student data and begin intervention planning based on our district assessment review, current student data and teacher created formative assessments during their smart goal planning on September 13th and October 4th. During the month of October, teachers continued to use assessment data, aligned to common core learning objectives, to being planning for their intervention block as well as improving Tier One CORE classroom instruction. A school-wide Data Review and Intervention Plan template was introduced to staff to use in their analysis of summative data (PARCC/MCAS) and formative data (teacher designed, Moby Max, Aimsweb, etc.) Teachers will analyze data from the school’s first intervention instructional block that ended on November 18th and begin planning for the next intervention cycle that will run from November 21st to mid-January. A total of five intervention/enrichment blocks, with corresponding data analysis to target skills deficits and enrich student progress have been scheduled for this year. (T1C: A,B,D,H,I)

Develop learning activities and agendas to master student learning objectives:

Little evidence existed suggesting fidelity to this goal as a school, although progress monitoring via classroom and district assessments did lead to some evidence of reteach plans, primarily in English Language Arts. School year work will include educator self-reflection lesson plan audits, professional development rooted in creating well-structured lessons and planning instructional tasks that support student “cognitive lifting” or independent thinking. (T1C: H)

Improve instructional tasks to reflect a variety of higher-ordered, thinking skills:

While teams of teachers met in vertical teams to discuss mastery of foundational skills (primarily in early grade levels), best-practices and scaffolding needed to support all learners, overall implementation was not wide-spread. This goal remains an area for improvement. Many teachers have reflected, and offered that while their lessons may be “hands-on” more work is needed to create lessons that are “hands on and minds on” where students are challenged beyond knowledge/recall, comprehension and simple application and shift their instruction towards promoting analysis, synthesis and evaluation. (T1C: B, I)

Differentiate representations, activities and assessments to support mastery of standards-based learning objectives:

Based on Spring 2015 data, grades 5 through 7 were targeted for intervention services in the area of mathematics. Collaborative meetings, with goal setting for students and respective progress monitoring were elements of this plan. There was a slight gain, as listed below, with our Special Education students respective of math performance. (T1C: B, I)

Spring 2016 Data

Spring 2016 data suggests an inconsistent application of strategies, professional development and monitoring of the improvement areas outlined above. The new testing format for PARCC (Partnership for Assessment of Readiness for College and Careers) has changed in format and test complexity. A highlight for CPES was a 3.2 percent increase in CPI (composite performance index) for special education students in the area of mathematics. Data analysis of the 2016 Spring results in ELA yielded basically no change or 0.2 points and 2016 Math scores indicate a decrease of 1.5 points. There was a slight increase of 0.8 points for students who were economically disadvantaged in ELA, and a 0.3 point decrease for this cohort in mathematics.

In respect to the new scoring categories for PARCC ELA, 39% of students met or exceeded expectations and 33% were approaching expectations. Our students showed average growth in the 51st percentile. In PARCC Math, 34% of students met or exceeded expectations and 35% were approaching expectations. Student growth in math fell into the low growth category, at the 31st percentile. There was a drop of 5 points for CPI in MCAS Science to 65.0 points. (T1C: B,H,I)

2017 Improvement Targets

The identified goals, data, and action steps are the results of needs derived from the DESE district review, initial feedback during the current Coordinated Program Review, alignment to the Massachusetts Model System for Educator Evaluation, and the Massachusetts DESE Turnaround Practices and Conditions for School Effectiveness. Composite Performance Index (CPI) targets are aligned to the state assessment targets and College/Career Readiness expectations.

CPI targets will be reset after the 2017 Spring test administration. School improvement efforts will focus on the formulaic goals set by DESE to achieve the 2017 targets, and at a minimum CPES will strive to halve the gap that currently exists. (T1C: A,B,H,I)

Overall Proficiency Gap Narrowing

<u>Test</u>	<u>2015 Actual</u>	<u>2016 Target</u>	<u>2016 Actual</u>	<u>2017 Target</u>
ELA	76.3	89.7	76.5 (Improved, Below Target)	91.2
Math	72.6	85.6	71.1 (No Change)	87.7
Science	70.0	77.1	65.0 (Declined)	80.4

Our School Community

During the 2015-2016 school year, 29.1 % of our student body represented students with disabilities, 55.2 % were economically disadvantaged and 68.4 % of our students were categorized as high needs. Currently, there are 339 students that attend Colegrove Park Elementary School. To date, 40.7% of our student population is classified as students with disabilities. 120 students are on individualized educational plans and served by Special Education and another 18 students are on 504 plans. Meeting the needs of our diverse populations will be supported by district professional development in the area of Inclusive Practices. (T1C: A,C,D, I,J)

Special Education & Economically Disadvantaged:

Students with Disabilities Proficiency Gap Narrowing

<u>Test</u>	<u>2015 Actual</u>	<u>2016 Target</u>	<u>2016 Actual</u>	<u>2017 Target</u>
ELA	66.3	78	62.7 (Declined)	81.1
Math	57.4	74.3	60.6 (Improved, Below Target)	78

Economically Disadvantaged Proficiency Gap Narrowing

<u>Test</u>	<u>2015 Actual</u>	<u>2016 Target</u>	<u>2016 Actual</u>	<u>2017 Target</u>
ELA	71	73.4	71.8 (Improved, Below Target)	85.5
Math	70.4	72.9	70.1 (No Change)	85.2

Student Growth and Achievement:

As our teaching and learning community worked to align instructional practices, targeted professional development last year (academic tiered vocabulary and intentional talk structures) was introduced to further support college and career readiness expectations and skills. There was a 5.5 point increase in ELA growth by all students illustrating that growth is on target for all students. Math growth however was below target, and saw a 10 point decrease in growth based on our 2016 SGP score compared to 2015. Concerted efforts for the 2016-2017 school year will target skills reinforcement and remediation during the school’s newly designed Intervention/Enrichment block, where students will get supplemental support in addition to their Tier One CORE instruction in an effort to close the achievement gap, especially when considering the sharp rise of students with disabilities. (T1C: A,D,E)

Colegrove Park saw teacher and teacher assistant turnover at both the early and upper elementary grade levels. Positions were filled through a combination of new hires and the internal transfer process. All educators are certified and/or highly qualified and individuals continue to be assigned to the district’s New Teacher Mentor Program (first three years as a teacher or those new to an assignment). Colegrove Park continues to support all educators through district-identified professional development, school-led professional development, and individual teacher professional development, often in a train-the-trainer model. PD is continually linked to student needs in support of growth and achievement as measured at the school, district, and state level (Title I Component: E)

Social Emotional Learning:

There is a need to address the social-emotional learning gaps of our students, in addition to academic gaps. Classroom teachers and our School Adjustment Counselor continue to infuse elements of Second Step with their classes. This year, our Student Support Center was re-designed to better align with the Brayton and Drury models, where the CORE team tracks student data, implements Behavioral Intervention Plans and provides students the ability to process mild to moderate off-track behaviors with the goal of students “returning ready to learn.” (T1C: I,J)

Title I:

Title I services continue to support the narrowing of the achievement gap for our students. A new service delivery schedule was implemented to start this school year, aimed at reducing pull-outs from Tier One CORE instruction and offering a co-teaching model by two Title I staff members, teaching assistants and volunteers. The goal is to provide Tier Two supplemental to meet the needs of our struggling readers in our new Literacy Lab. (T1C: B,G,I)

21st Century Afterschool & Summer Program:

In addition to Title I services, Colegrove Park Elementary School students may also participate in the 21st Century Afterschool and Summer Programs. Last year’s program highlighted a focus on College & Career Readiness, bolstered our community partnerships and focused on the theme of optimism through project-based learning and service-learner as means of increased engagement and collaboration. This fall, the program was re-aligned to better serve the needs of students in our district, with K-4 students attending the program at Brayton and 5-7 students attending 21st Century at CPES. Students also participate in the dinner program, offered to all K-12 district children. (T1C: B,C,D,G,J)

CPES Strategic Objective 1: Educators will design, revise, or adopt, and implement standards-based units that promote analysis, synthesis, and evaluation reflecting real-world challenges and integrating effective individual effort and collaborative work with groups of diverse peers.

Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
<p>Increase professional capacity for creating well-structured lessons, with challenging, measurable standards-based objectives</p>	<p>Create systems to submit/collect lesson plans</p> <p>Provide four workshops for writing standards-based, measurable Student Learning Objectives (SLO's)</p>	<p>Principal Dean Head Teacher Math Coach ILT Evaluators Educators</p>	<p>By February 1, 2017 80% of classrooms will have posted, measurable standards-based SLO's</p> <p>By April 1, 2017 all educators will submit weekly lessons to the Principal</p> <p>By June 1, 2017 each educator will complete two self-reflection audits on their lesson planning practice (T1C: A,B,C,D,E)</p>
<p>Create independent and collaborative opportunities for educators to focus on standards-based teaching and learning</p>	<p>Redesign weekly and monthly collaborative time/create shared google doc yearlong of schedule</p> <p>Send teams of educators to workshops/conferences to seek and share new learning with colleagues</p>	<p>Principal Dean Head Teacher Math Coach ILT Evaluators Educators</p>	<p>By September 30, 2016 meeting protocols/collaborative time will be redesigned</p> <p>By the end of each month, the shared meeting schedule will be updated to reflect areas for instructional improvement/collaboration</p> <p>Teacher-leaders will present findings/share new learning with colleagues at meetings (collaborative time, faculty/ILT meetings, teacher-led workshops, etc.) – ongoing (T1C: A,B,C,D,E)</p>
<p>Conduct Learning Walks to deepen educator practice, gather data, give feedback (i.e. appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, grouping, etc.)</p>	<p>Review Learning Walk Protocols, Norms, Purpose</p> <p>Conduct Learning Walks</p> <p>Report out on data/trends</p>	<p>Principal ILT Teams of Teachers</p>	<p>By December 1, 2016 provide overview of Learning Walks, Protocols, Norms, etc.</p> <p>By January 1, 2017 conduct one school-wide Learning Walk</p> <p>By June 1, 2017 conduct two more school-wide Learning Walks (T1C: B,D,E,I)</p>

CPES Strategic Objective 2: Educators will improve student learning through the use of feedback and dialog with students and families that is effective, constructive and consistent regarding mastery of grade-level standards.

Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
<p>Increase professional capacity for standards-based grading and effective feedback</p>	<p>Align school-wide grading categories to reflect standards-based grading</p> <p>Review current grading practices and alignment to standards-based reporting best practices</p>	<p>Principal ILT Educators</p>	<p>By September 30, 2016 review reporting categories in Power Teacher Pro Gradebook and review role of homework, participation, class assignments, mastery assessments in reporting student progress</p> <p>By February 1, 2017 educators will conduct a self-reflection gradebook audit of their grading practices</p> <p>(T1C: B,H,I)</p>
<p>Examine current levels of practice using rubrics and create effective rubrics to report out on progress towards mastery of standards</p>	<p>Create school-wide survey regarding rubric use</p> <p>Conduct training on rubric use/creation</p>	<p>Principal Math Coach</p>	<p>By December 20, 2016 administer survey to guide January rubric training</p> <p>By April 1, 2017 teachers will have created two scoring rubrics to implement with students and report out on progress towards mastery of specific skills, writing assignments, on-demand instructional tasks specifically linked to literacy</p> <p>(T1C: B,C,D,G,I)</p>

<p>Create aligned Common Core/MCAS 2.0 formative assessments and provide effective feedback to students on progress towards mastery</p>	<p>Use collaborative planning time to create and score formative assessments</p>	<p>Principal ILT Teams of Teachers</p>	<p>By March 1, 2017 teachers will have commonly scored 1 formative assessment collaboratively, by grade level</p> <p>By April 1, 2017 teachers will have created, implemented and provided four PARCC like formative assessments with effective feedback specifically linked to literacy</p> <p>(T1C: B,C,D,I)</p>
<p>CPES Strategic Objective 3: As a school, educators will develop and implement a multi-year plan for all educators to promote regular, culturally-sensitive, two-way communication which engages families and community as a means of improving learning and performance.</p>			
Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
<p>Identify effective strategies to promote two-way communication with families</p>	<p>Inventory current levels of practice for two-way communication</p> <p>Introduce research-based best practices, electronic and tracking tools at collaborative time/faculty meetings</p>	<p>Principal ILT Technology Director</p>	<p>By February 1, 2017 conduct training on electronic tools to track and promote two-way communication</p> <p>By May 1, 2017 educators may attend one tutorial on documenting effective two-way communication, outreach efforts to families and practice difficult conversations</p> <p>(T1C: F,J)</p>
<p>Connect faculty and community partners with our students, promote a safe learning environment and connect students and families to services of</p>	<p>Implement mentoring program with MCLA/Williams</p> <p>Work with community agencies to refer families to appropriate services</p>	<p>Principal Dean Head Teacher ILT SAC School Nurse</p>	<p>By November 1, 2017 match students with mentors and identify their target areas of work</p> <p>Meet quarterly with MCLA/Williams to refine mentoring and volunteer programming</p> <p>Attend professional development and meeting opportunities to network and share community resources with families</p>

support beyond the school day	Offer two “pop up shop” outreach sessions		By June 1, 2017 conduct two community outreach events to connect families to services beyond the school day (T1C: D,F,G,J)
-------------------------------	---	--	---

CPES Strategic Objective 4: Our community of educators will use an inquiry-based system to develop and implement action plans that foster shared commitment to professional culture defined by mutual respect, reliability, responsibility and expectations of achievement for all.			
Strategic Initiatives	Action Steps	Responsible Party	Outcome/Measure of Success
Use a model of inquiry to guide our school improvement efforts, collaboration and problem solving	Use Data-Driven Dialogue model to guide school year collaboration and problem solving	Principal Math Coach ILT Teachers	By September 30, 2016 staff will use data-driven dialogue protocol in reviewing school and student level data By December 20, 2016 staff will practice data-driven dialogue protocol with their Intervention/Enrichment data for Cycle #1 By May 1, 2017 staff will have used a model of inquiry four times to guide our school improvement efforts (T1C: A,B,C,D,H,I)
Establish guidelines, procedures and expectations for our collaborative work and professional accountability	Use standardized protocols, meeting agendas and minutes to increase collaboration and accountability Create shared google doc for Collaborative Meeting Agendas and Work Completed	Principal Dean Head Teacher Math Coach ILT Evaluators Educators	During the year, meeting agendas and minutes will be shared with CPES staff (ongoing) During the year, protocols from the National School Reform Faculty Resource book will be implemented (ongoing) By June 1, 2017 there will be a running log for collaboration efforts, documentation of our shared responsibility to our students and professional accountability (i.e. Grade Level Collaboratives, CORE, IST, ILT, etc.) (T1C: C,D,H)

THE COMMITTEE’S POLICY OF NONDISCRIMINATION WILL EXTEND TO STUDENTS, STAFF, THE GENERAL PUBLIC, AND INDIVIDUALS WITH WHOM IT DOES BUSINESS; NO PERSON SHALL BE EXCLUDED FROM OR DISCRIMINATED AGAINST IN ADMISSION TO PUBLIC SCHOOL OF ANY TOWN OR IN OBTAINING THE ADVANTAGES, PRIVILEGES, AND COURSES OF STUDY OF SUCH PUBLIC SCHOOL ON THE ACCOUNT OF AGE, RACE, COLOR, SEX, GENDER IDENTITY, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, DISABILITY, OR HOMELESSNESS.