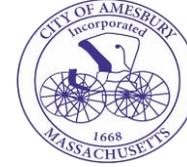


# SCHOOL ACHIEVEMENT PLAN

For Implementation in: 2016 through 2018



## Amesbury Public Schools

Cashman Elementary School

### MEMBERS OF THE SCHOOL PLANNING TEAM

#### Name, Position

CES Leadership Team  
In collaboration with the Cashman School Staff  
Leslie Barnaby, Technology Teacher  
Deb Hewey, ELL Teacher  
Ann French, Reading Specialist  
Kate Bissell, Kindergarten Teacher  
Julie Kermelewicz, Grade One Teacher  
Deirdre Vachon, Grade Two Teacher  
Beth Cavalier, Grade Three Teacher  
Chris Leary, Grade Four Teacher  
Lauren Moskowitz, Learning Center Teacher  
Janet Johnson, Special Education Teacher

#### Name, Position

CES School Council  
  
M. Louise Charette, Principal  
Lauri McAllister, Building Coordinator  
Chris Leary, Grade Three Teacher  
Amy Mitchell, Grade Four Teacher  
Jennifer MacIntire, Library Teacher  
Lisa Cassidy, Parent Representative  
Tara Hildt, Parent Representative  
Mary Testa, Parent Representative  
TBD....., Community Representative

## VISION FOR LEARNING

<b>Strategic Objectives</b>		
<p><b>Meet the Needs of the Learner</b>                      ALL Students deserve the opportunity to learn to their greatest potential and to achieve mastery of standards. The Amesbury Public Schools will develop curricula, provide instruction and utilize teaching strategies which meet the needs of ALL learners. We will improve accessibility to high quality programs/courses for all student populations.</p>	<p><b>Promote Continuous Development of High Quality Educational Leaders</b>                      Educational Leaders come in many forms, from student all the way to central office administrator. An educational leader is one who has a keen understanding of the goals and objectives of the school community and is able to inspire and support others towards meeting our vision. The Amesbury Public Schools believes in fostering opportunities to identify and grow leaders within our district and to utilize their skills in furthering our vision.</p>	<p><b>Develop and integrate technology that promotes the ability to compete in a rapidly changing world</b>                      Technology is changing daily. It is critical that our students have access to current technology and learn how to use their knowledge to adjust their skills as new technology is introduced. To that end, The Amesbury Public Schools will plan for and integrate technology in a manner that shifts teaching styles/strategies in order to enable our students to creatively problem solve through the use of technology.</p>

### DISTRICT GOAL 1

By May 2018, 80% of students will be able to define and discuss the five competencies of SEL framework.

### DISTRICT GOAL 2

By May 2018 we will build professional capacity in integrating SEL and academic learning through curriculum and instruction across the district as demonstrated by the unit design of stage 2 and learning plan design of stage 3 in the UbD design process in assigned curriculum areas.

## To be finalized pending completion of District Strategic Plan.....CES SAP 2016-2018 DRAFT

### District Vision or Mission Statement

The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.

### School Vision or Mission Statement

*Empower a community of learners to build a world of opportunity!*

## SCHOOL HIGHLIGHTS

Our Cashman School is proud to highlight the following school elements

### Strong School Culture and Climate

- Warm, welcoming, and positive learning environment
- Highly trained and dedicated Staff Committed, engaged teachers and staff that go above and beyond and are supported by leadership
- Caring and respect for every child, family and staff member
- Open to new ideas
- Collaborative and communication between departments
- High Expectations for ALL
- HAPPY students
- High value placed on *Project Based Learning*
- High levels of involvement in co-curricular activities
- Vital and active community partnerships, engaged parents (PTO, AEFI, Pettengill etc.)

## Priority Concerns

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The ability to deliver on a promise of academic excellence when we struggle to keep up the changing demographics of our students needing more and more social emotional support systems.

### Academics

- Proficiency levels for ELA (grade 3--52% not proficient, grade 4--45% no proficient)
- Proficiency levels for Math (grades 3 & 4--44% are not proficient)
- Ability to meet the needs of advance learners

### Capacity/Resources/Support Systems

- High class sizes at grades three and four
- Special Education caseload

### Capacity for follow through on three tiered response program, especially Tier II interventions

- Lack of teacher collaboration time
- ELL service minimums, translation capacity
- Capacity to analyses available data (state, local) and implement programs
- Capacity to engage more with community supports to help i.e. support parenting skills

### Continuing Education

- Opportunities for outside professional development (learning from others)
- PD for staff to work on required curriculum and assessments (NCLB, ESSA)
- PD focused on the challenges related to a changing demographic

## INQUIRY PROCESS

## To be finalized pending completion of District Strategic Plan.....CES SAP 2016-2018 DRAFT

This section of the plan is based on information from (student achievement data—both formative and summative) that support student achievement. District data may include state and district achievement information (SGP, school profile, accountability reports, interim assessments, etc.). School data may focus on school information related to student achievement (demographic data; school-wide exams and scoring rubrics; grades; results of instructional strategies, remediation programs, professional development; curriculum and programs, etc.). The third level of data may be the qualitative analysis of student achievement (learning environment, culture and student engagement, teacher and administrator observations, meeting logs and notes, parent involvement, etc.). After analyzing all levels, identify key strengths that have increased student achievement and will remain a part of the continuous cycle of school improvement. Prioritize areas of concern in **student performance, instructional/remediation strategies, program implementation and professional development that will require further analysis and will determine the revisions to be made in your school aspirations plan.**

### Key Strengths

1. Increased teacher to student time - Class size reduction at grades K-2
2. Successful collaborations with multiple community resources to provide supports for our students and families; Pettengill House, School Resource Officers, Local Mental Health service provider, Amesbury Police and Fire departments, Jeanne Geiger Crisis Center, Turning Point Program, etc.
3. Strong and consistent communication with families and the Amesbury community, Cashman Comment, Ed. Relations out-reach to local media, Cashman Facebook Page, School webpages, etc.
4. ELL service increased
5. Increasing use of technology with MAP assessment data to individualize skills instruction.
6. Cashman School MCAS growth scores average 64-66 over the past eight years. Scores above 60 are considered high growth.
7. Implementation of NWEA MAP testing in the areas of Math and ELA in September, January, and June to indicate student growth progress over the course of the school year.
8. 22% of our student body participates in one or more after school clubs or activities.

### Priority Concerns

1. High class sizes at grade 4
2. Language-based PD for ALL staff
3. Increase capacity for Tier II interventions ( Including greater emphasis on meeting the needs of advanced learners)
  - a. Re-instate Instruction paraprofessionals at each grade level
  - b. Increase classroom based technology
  - c. Greater integration of SEL strategies into the general curriculum
4. ELL service minimums and translation capacity
5. Greater capacity to support parenting skills.
6. 48% of our students were proficient in grade three ELA on our 2016 MCAS testing. In grade four 55% were proficient in ELA.
7. 56% of students in grade three and four were proficient in mathematics.
8. Growth, as demonstrated in MAP test results was not consistent at all grade levels
9. Collaborative planning time for
10. More opportunities for Out-of-District PD

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11. High special education case loads
12. Increase our ability to effectively use classroom, school and state assessment data in order to accurately pinpoint academic as well as social emotional concerns of all middle level student subgroups.
13. Continued analysis and improvement of our communication methods that increase awareness of educational changes, as well as learning experiences and program opportunities that occur over the course of the school year.
14. Advocate for more community-based assistance programming and opportunities for students and their families who have been affected by traumatic life events.

**VISION FOR LEARNING  
AMESBURY PUBLIC SCHOOLS**

**DISTRICT GOAL 1**

By June of 2018, 100 percent of teachers will be working collaboratively to align and utilize curriculum and authentic meaningful assessment data to be used to inform and improve instruction.

**Key Action Steps 1.** Director of Assessment and Accountability (DAA) – focused to provide appropriate data for teachers and principals in order to facilitate Professional Learning Communities (PLC). The DAA will also provide coaching to principals and professional development to teachers on how to utilize data to inform and improve instruction.

**Key Action Steps 2.** Administrators will work with Subject Area Committees (SAC) to support the alignment of curriculum and the development of authentic and meaningful assessments. The administrative team will work collaboratively to ensure vertical and district-wide alignment along with fidelity to common assessments and PLC.

**Key Action Steps 3.** Schedules will be developed to support common planning time for teachers. Professional development (PD) relating to PLC and the use of data to inform instruction will be provided. PLCs will be implemented during this planning time.

**DISTRICT GOAL 2**

Utilizing data, by June of 2018, 100 percent of students will be provided equitable access to the curriculum through the use of varied instructional strategies with refined and explicitly stated learning goals in order for all students to realize five percent growth in overall achievement.

**Key Action Steps 1.** Director of Assessment and Accountability (DAA) – focused to provide appropriate data for teachers and principals in order

to facilitate Professional Learning Communities (PLC). The DAA will also provide coaching to principals and professional development to teachers on how to utilize data to inform and improve instruction.

**Key Action Steps 2.** We will develop a Behavior Intervention Committee (BIC) to utilize the Intervention Plan developed by teachers, administrators and Pettengill House as a springboard for identifying actions and supports to put into place in order to support students who are experiencing emotional and behavioral challenges that interfere with their readiness to learn.

**Key Action Steps 3.** Provide resources (funds, human capital, programming, etc.) to ensure a quality instructional program for each student. Special Education Facilitators, Intensive Needs Pre-School program and Intensive Needs Primary program instituted to ensure equitable access to the curriculum for students.

## VISION FOR LEARNING

### District Vision or Mission Statement

The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.

### School Vision or Mission Statement

At Cashman School our mission is to: ***Empower a community of learners to build a world of opportunity***

### School Highlights

- The Cashman School is rated in the 69<sup>th</sup> percentile among schools in Massachusetts with like grade spans based on the 2017 MCAS.
- Cashman students are active participants in the larger Amesbury community as evidenced by projects such as the Our Neighbors Table Food Drives, Senior Tax Write-Off Program, Santa Parade, and curriculum based Amesbury Field Trips, etc...

(See below for highlights in specific strategic areas consistent with the Massachusetts educator evaluation system.)

### Curriculum Planning and Instruction

- Common Core aligned curriculum – Go Math, Reading St., Foundations
- Project-based experimental learning: K – Buddies, Gr. 4 Immigration, Gr. 3 Biographies, Grade 2 Amesbury

### Teaching All Students

- Tiered system of supports
- Intervention Blocks
- ELL – Work toward meeting all State Mandates
- Student Participation in Co-Curricular Activities

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<p style="text-align: center;">Community Studies, Grade 1 Science walks, etc...</p> <ul style="list-style-type: none"> <li>• Common planning time for educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Second Steps Anti-Bullying Program</li> </ul>
<p><b><u>Professional Culture</u></b></p> <ul style="list-style-type: none"> <li>• High quality educators</li> <li>• Professional Collaboration</li> <li>• Targeted PD consistent with goals and mandates</li> </ul>	<p><b><u>Senior Tax-Write-Off Program</u></b></p> <ul style="list-style-type: none"> <li>• Our Neighbor’s Table</li> <li>• AEFI Grants</li> <li>• AHS Big Brother/Big Sister Program</li> <li>• Pettengill and APD Collaborations</li> <li>• Volunteers – Rotary Readers</li> </ul>

## INQUIRY PROCESS

### **Section A: Comprehensive Needs Assessment**

This section of the plan is based on information from (student achievement data—both formative and summative) that support student achievement. District data may include state and district achievement information (SGP, school profile, accountability reports, interim assessments, etc.). School data may focus on school information related to student achievement (demographic data; school-wide exams and scoring rubrics; grades; results of instructional strategies, remediation programs, professional development; curriculum and programs, etc.). The third level of data may be the qualitative analysis of student achievement (learning environment, culture and student engagement, teacher and administrator observations, meeting logs and notes, parent involvement, etc.). After analyzing all levels, identify key strengths that have increased student achievement and will remain a part of the continuous cycle of school improvement. Prioritize areas of concern in **student performance, instructional/remediation strategies, program implementation and professional development that will require further analysis and will determine the revisions to be made in your school aspirations plan.**

### **Key Strengths**

1. School Culture – School Staff
2. Reading Programs, Data Sources, Foundations – handwriting / writing
3. Improved Math Data – MAP
4. ELL Personnel, ACCESS testing, Student Profiles, Cornerstones Curriculum
5. Special Education Staff – Diagnostic abilities
6. Professional Learning Community Practice: team collaboration, use of student data, problem solving
7. Project-based Learning, Wax Museum, Science Walks, Immigration, Community Studies, etc....

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<b>Priority Concerns</b>	
(See below for highlights in specific strategic areas consistent with the Massachusetts educator evaluation system.)	
<p><b><u>Curriculum Planning and Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Class Size</li> <li>• ELL Instruction</li> <li>• Adequate Time for Community Based / Project Based Learning</li> <li>• Collaborative planning time for specialists</li> <li>• Foreign Languages</li> </ul>	<p><b><u>Teaching All Students</u></b></p> <ul style="list-style-type: none"> <li>• Our high needs students' 2013 MCAS PPI was 39. (We did not attain the target of 75)</li> <li>• Class Sizes – Special Education Case Loads</li> <li>• ECC – PreK and K needs</li> <li>• Tier II Interventions – Math</li> <li>• Interventions for advanced students</li> </ul>
<p><b><u>Professional Culture</u></b></p> <ul style="list-style-type: none"> <li>• Professional time for staff</li> <li>• Professional development choices</li> <li>• Time to communicate with families</li> </ul>	<p><b><u>Family and Community</u></b></p> <ul style="list-style-type: none"> <li>• Parenting / Family Supports</li> <li>• ELL translations for families</li> </ul>

**INQUIRY PROCESS**

<p><b>Section B: Root Cause Analysis</b></p> <p><b>For each concern,</b> identify the causes that impact or impede student achievement. Causes should focus on the adult actions in the school and must be verified with supporting data. Continue analyzing each cause until the root of the concern is reached. <b>Only by understanding the root cause of the concern, can effective solutions for increasing student achievement be determined.</b> After root causes have been identified, propose solutions <b>grounded in research</b> that clearly describe what instructional practices in the classroom/school (supported by professional development) will be implemented in the plan.</p>		
Priority Concerns	Root Causes	Solutions
Student achievement / instructional interventions	Several years of level funding and level service budgets, along with increased student enrollment have resulted in current Kindergarten, Gr. 1, and Gr. 2 enrollment	Reestablishing elementary class sizes within established recommended limits: Kindergarten – 20 and under Grades 1 & 2 – 22 and under

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	<p>that exceeds recommended limits.</p> <p>Increases in the amount of data collected on students require increased skill in the synthesis, analysis, and interpretation of data as well as in how to use the data to impact instruction for individuals, groups, and grade levels.</p> <p>Several years of level funding and level service budgets, along with decreases in Title I funding have reduced the availability of interventions outside of the regular education classroom.</p> <p>Many technology-based interventions that could be available for student and instructional use are not able to be accessed due to insufficient bandwidth, wireless access, and/or hardware.</p>	<p>Grades 3 &amp; 4 – 24 and under</p> <p>Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement.</p> <p>Collaborative discussions to identify the gap between what our students need and what interventions we can provide followed by the development of an action plan to address this gap.</p> <p>Work with District leadership and the IT department on the implementation of the technology plan to increase access to wireless solutions as well as hardware (e.g. tablets).</p>
<p>Increasing Family / Community supports</p>	<p>The demands of the new State Curriculum Frameworks can be shared more effectively with families so that they can support their child's development more effectively.</p>	<p>Work with the PTA to develop parent information sessions designed to show parents strategies to help their child develop core academic skills.</p>
<p>Early Childhood Programs</p>	<p>Increased curricula demands from the DESE for early childhood.</p> <p>Significant increase in the number of young children presenting with intensive learning needs.</p>	<p>Work with District leadership, the School Committee, and Early Childhood teachers to examine our current model of our Pre-K and K programs and to develop a long-range action plan for this age group.</p>
<p>ELL Service – Current staff 1.0 FTE To meet DESE minimum recommendations would require 2.5 FTE</p>	<p>ELL population at the elementary level has tripled in the last four years, from 7 to 22 students.</p>	<p>Work with school based teams to seek creative scheduling solutions.</p> <p>Work with district leadership, school committee and ELL staff to develop a long-range action plan for our ELL students and families.</p>

## SCHOOL GOALS AND MEASURABLE OBJECTIVES

### GOAL 1

To increase student achievement in ELA and Mathematics

**MEASURABLE OBJECTIVE 1 (for Goal 1):** By June of 2018 we will increase the number of students meeting or exceeding benchmarks in ELA and Math by five percent over current 2015 levels.

### GOAL 2

To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**MEASURABLE OBJECTIVE 1 (for Goal 2):** By June 2018 teachers will demonstrate the ability to use data to refine instruction for students.

### GOAL 3

To increase institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (Goal 2).

**MEASURABLE OBJECTIVE 1 (for Goal 3):** By June 2018 we will articulate currently available interventions at each grade, identify student needs through the use of data, identify needed interventions, create an action plan for providing interventions

## MASTER PLAN DESIGN

**Goal 1:** To increase student achievement in ELA and Mathematics

**Measurable Objective 1:** By June of 2018 we will increase the number of students meeting or exceeding benchmarks in ELA and Math by five percent over current 2015 levels.

Action & Monitoring Plan

ACTION PLAN

MONITORING PLAN

**To be finalized pending completion of District Strategic Plan.....CES SAP 2016-2018 DRAFT**

**Goal 1**

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Assess Students	MAP, DIBELS, DRA, MCAS, Content Area Assessments	2016-2018	Gr. Level Teams	Performance against benchmarks <b>MAP Benchmark</b>	Trimester or End of Unit	Principal
Tied to Solution: Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement.						
Professional Reflection on Instructional Practice	Common Planning Time	Monthly	Leadership Team and Grade Level Teams	Meeting Minutes <b>AGENDA</b>	Ongoing	Principal
Tied to Solution: Focused professional development and collaborative discussion on the use of student assessment data for instructional intervention and improvement.						

**MASTER PLAN DESIGN**

**Goal 2:** To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**Measurable Objective 1:** By June 2018 teachers will demonstrate the ability to use data to refine instruction for students.

**Action & Monitoring Plan  
Goal 1**

**ACTION PLAN**

**MONITORING PLAN**

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Collaborative analysis of data by teacher teams	Common planning time for teacher teams and RTI meetings, five yearly staff meetings, PRT days, and monthly Leadership Team meetings	2016-2018	Teacher Team Members and Principal	Team Meeting Agendas and Notes <b>RTI FORMS, Staff Mtg. Agenda, PST</b>	End of each School Year	Principal

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Tied to Solution: Focused professional development and collaborative discussion on the use of student assessment data for instructional intervention and improvement.

Collaborative planning based on data analysis	Common planning time for teacher teams and RTI meetings, five yearly staff meetings, PRT days, and monthly Leadership Team meetings	2016-2018	Teacher Team Members and Principal	Team Meeting Agendas and Notes and Lesson Plans <i>LT Request/Evidence</i>	End of each School Year	Principal
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Tied to Solution: Focused professional development and collaborative discussion on the use of student assessment data for instructional intervention and improvement.

### MASTER PLAN DESIGN

**Goal 3:** By June 2018 we will increase institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (Goal 2).

**Measurable Objective 1:** By June 2018 we will articulate currently available interventions at each grade, through the use of data identify student needs, identify needed interventions, create an action plan for providing interventions

**Action & Monitoring Plan  
Goal 1**

**ACTION PLAN**

**MONITORING PLAN**

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Collaborative identification & classification of grade level and school wide interventions	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Teacher team members and principal	Team meeting agendas and notes <i>Agenda/Notes</i>	Monthly	Principal

Tied to Solution: Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

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Collaborative identification of student needs and needed interventions based on current data	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Teacher team members and principal	Team meeting agendas and notes <i>Agenda/Notes</i>	Monthly	Principal
Tied to Solution: Team meeting agendas and notes.						
Collaborative development of an action plan for providing interventions not currently in place	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Building leadership team	Written action plan <i>See Budget Request</i>	Monthly	Principal
Tied to Solution: Collaborative discussions to identify the gap between what our students need and what we can provide followed by the development of an action plan to address this gap.						

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

For each goal and measurable objective, identify the outcome data (evidence), measures of success, and person(s) responsible for evaluating the success of the goal. Outcome data should refer to identified assessment sources in the plan and should include results from Tier I, Tier II, and Tier III that support student achievement. Measures of success should identify the measures and strategies that will be used to analyze performance and compare actual outcomes with anticipated outcomes. Person(s) responsible will analyze data including evidence identified in the measures, determine the causes relative to achievement, and make connections to the solutions and action steps identified in the school improvement plan.

**Goal 1:** By June 2018 we will increase institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (Goal 2).

### Measurable Objective 1:

#### Evaluation Plan For Goal 1 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s) Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
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1. Results from end-of-the-year DIBELS, DRA, Reading Street, GoMath, and MAP assessments	1. Percentage of students meeting or exceeding established District benchmarks. <b>Data Sheets</b>	1. Grade level teachers, special educators, reading teachers, principal
2. MCAS Results	2. Percentage of students scoring at the Proficient or Advanced level. <b>MCAS History</b>	2. Grade level teachers, special educators, reading teachers, principal

## MASTER PLAN DESIGN

**Goal 2:** To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**Measurable Objective 1:** By June of 2018, teachers will have demonstrated their ability to use data to refine instruction for their students.

**Action & Monitoring Plan**  
**Goal 2**

### ACTION PLAN

### MONITORING PLAN

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Collaborative analysis of data by teacher teams	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Teacher Team members and Principal <b>Agenda/Notes</b>	Team meeting agendas and notes	End of school year	Principal

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**Tied to Solution:** Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement

Collaborative planning based on data analysis	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Teacher Team members and Principal <i>Agenda/Notes</i>	Team meeting agendas and notes and lesson plans	End of school year	Principal
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**Tied to Solution:** Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement

**To be finalized pending completion of District Strategic Plan.....CES SAP 2016-2018 DRAFT**

**Goal 3:** To increase our institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (see Goal 2).

**Measurable Objective 1:** By June 2015 we will articulate current interventions at each grade, identify student needs through the use of data, identify needed interventions, and develop an action plan for providing the interventions.

**Action & Monitoring Plan  
Goal 3**

**ACTION PLAN**

**MONITORING PLAN**

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Collaborative identification & classification of grade level and schoolwide interventions	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Teacher team members and principal <i>Agenda/Notes/ FY16 Requests/ Data Charts</i>	Team meeting agendas and notes	Monthly	Principal

**Tied to Solution:** Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

Collaborative identification of student needs and needed interventions based on current data	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Teacher team members and principal <i>Agenda/Notes/ FY16 Requests/ Data Charts</i>	Team meeting agendas and notes	Monthly	Principal
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**Tied to Solution:** Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

Collaborative development of an action plan for providing interventions not currently in place	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2016-2018	Building leadership team <b>TBD</b>	Written action plan	Monthly	Principal
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**Tied to Solution:** Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

For each goal and measurable objective, identify the outcome data (evidence), measures of success, and person(s) responsible for evaluating the success of the goal. Outcome data should refer to identified assessment sources in the plan and should include results from Tier I, Tier II, and Tier III that support student achievement. Measures of success should identify the measures and strategies that will be used to analyze performance and compare actual outcomes with anticipated outcomes. Person(s) responsible will analyze data including evidence identified in the measures, determine the causes relative to achievement, and make connections to the solutions and action steps identified in the school improvement plan.

**Goal 1:** To increase student achievement in ELA and Math.

**Measurable Objective 1:** By June of 2016, we will increase the number of students meeting or exceeding benchmarks in ELA and Math by 5% over 2014 end-of-the-year levels.

#### Evaluation Plan For Goal 1 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s)                      Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
1. Results from end-of-the-year DIBELS, DRA, Reading Street, GoMath, and MAP assessments	1. Percentage of students meeting or exceeding established District benchmarks. <b>Data Charts</b>	1. Grade level teachers, special educators, reading teachers, principal
2. MCAS results	2. Percentage of students scoring at the Proficient or Advanced level. <b>Data Charts/History</b>	2. Grade level teachers, special educators, reading teachers, principal

## MASTER PLAN DESIGN

**Section B: Evaluating Plan Implementation**

**Goal 2:** To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**Measurable Objective 1:** By June of 2016, teachers will have demonstrated their ability to use data to refine instruction for their students.

**Evaluation Plan For Goal 2 - Measurable Objective 1**

<p style="text-align: center;"><b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP</p>	<p style="text-align: center;"><b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders</p>	<p style="text-align: center;"><b>Person(s) Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success</p>
<p>1. Minutes from grade level, leadership, and faculty meetings</p>	<p>1. Notes clearly indicate strategies used to analyze data, the analysis itself, recommendations/implications for instruction. <b>Agenda</b></p>	<p>1. Grade level teachers, special educators, specialists, reading teachers, principal</p>
	<p>2. Selected lesson plans that demonstrate adjustments to instruction <b>LT Request</b></p>	<p>2. All teachers, principal</p>

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

**Goal 3:** To increase our institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (see Goal 2).

**Measurable Objective 1:** By June 2015 we will articulate current interventions at each grade, identify student needs through the use of data, identify needed interventions, and develop an action plan for providing the interventions.

#### Evaluation Plan For Goal 3 - Measurable Objective 1

Outcome Data Assessment tools used to measure success at the end of the SIP	Measures of Success Analysis of anticipated outcomes to be shared with the stakeholders	Person(s) Responsible Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
1. Minutes from grade level, leadership, and faculty meetings	<ol style="list-style-type: none"> <li>1. Extensive list of current Type I, Type II, and Type III interventions.</li> <li>2. <b>Intervention Articulation/Data Charts</b></li> </ol>	1. All teachers, building Leadership teams, Child study/RTI teams, principal
2. Minutes from grade level, leadership, and faculty meetings	2. Gap analysis defining interventions not currently available to meet student needs. <b>Intervention Articulation/Data Charts</b>	2. Building Leadership teams, Child study/RTI teams, principal
3. Leadership Team minutes/notes	3. Written action plan that includes recommendations for implementing identified interventions <b>Intervention Articulation/Data Charts/2015-2016 Placement and Planning</b>	3. Building Leadership teams, Child study/RTI teams, principal