



Carlton Innovation School

School Improvement Plan 2017-18

Salem Public Schools – School Improvement Plan

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, etc.).

The Carlton Innovation School in Salem, Massachusetts educates students in grades K-5 with a building capacity of 300 students. The school is based on student-centered learning within a trimester structure that accommodates “continuous progress.” Students are placed in grade levels P1 (Kindergarten), P2 (Grades 1/2), E1 (grade 3), and E2 (grades 4/5). Teachers emphasize a personalized approach to teaching and learning tailored to each individual student’s needs. Students, who demonstrate mastery at their grade level, transition to the next level three times per year, at the trimester mark. The amount of time spent at each grade level depends on each student’s needs – with some spending less than one year and others spending more. As a result, students can accelerate to the next grade based on academic abilities, social emotional benchmarks, and/or age.

Enrollment by Race/Ethnicity (2016-2017)

Race	% of School
African American	4.6
Asian	1.3
Hispanic	26.4
White	61.9
Multi-Race Non Hispanic	5.9

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community (including representatives from regular education, special education, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Our Instructional Leadership Team (ILT) conducted the comprehensive needs assessment. The ILT has representation from regular education, special education, English as a Second Language, as well as a range of grade level teachers in our school. The ILT looked at MCAS 2.0 scores, individual student assessments including BAS data, mid trimester assessment data and classroom data.

English Language Arts								
	Academic Strengths				Academic Challenges			
	Achievement Percentile		SGP		Achievement Percentile		SGP	
	School	State	2016	2017	School	State	2016	2017
All Students	57	50					59	45
ELL	-	-	-	-	-	13	-	-
SWD	55	13	-	-	-	-	-	-
Econ Disadv.	79	29	-	-	-	-	58.5	49
African American	-	-	-	-	-	29	-	-
Asian Am./PI	-	-	-	-	-	66	-	-
Hispanic	-	-	-	58	-	30	-	-
Native American	-	-	-	-	-	56	-	-
High Needs	77	27	-	-	-	-	-	43.5
White	66	56	-	-	-	27	71.5	45

Data highlights:

The school's achievement percentile for all areas was an area of strength for the school. We were above the state average in many of the subgroup categories. Our high needs and economically disadvantaged students scored 50% points higher and our students with disabilities scored more than 40% higher. However, our overall ELA SGP was low. Only the Hispanic subgroup had an SGP of 58.

Mathematics								
	Academic Strengths				Academic Challenges			
	Achievement Percentile		SGP		Achievement Percentile		SGP	
	<i>School</i>	<i>State</i>	<i>2016</i>	<i>2017</i>	<i>School</i>	<i>State</i>	<i>2016</i>	<i>2017</i>
All Students	-	-	-	-	48	50	34.5	37
ELL	-	17	-	-	-	-	-	-
SWD	61	14	-	-	-	-	-	-
Econ Dis Adv.	70	27	-	-	-	-	32.5	37
African American	-	26	-	-	-	-	-	-
Asian Am./PI	-	75	-	-	-	-	-	-
Hispanic	56	27	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-
High Needs	68	27	-	-	-	-	-	33
White	57	55	-	-	-	-	34	42

Data highlights:

Our students' achievement percentile for the subgroups was higher than the state average and all students had the same as the state. Although our SGP was low, there was an increase in SGP for all groups compared to last year.

Science				
	Academic Strengths		Academic Challenges	
	<i>2016 CPI</i>	<i>2017 CPI</i>	<i>2016 CPI</i>	<i>2017 CPI</i>
All Students	83.5	77.8	-	-
ELL	-	-	-	-
SWD	-	-	63	53.8
Econ Disadv.	79.5	68.8	-	-
African American	-	-	-	-
Asian Am./PI	-	-	-	-
Hispanic	-	-	-	-
Native American	-	-	-	-
High Needs	-	67.4	-	-
White	87.9	78.7	-	-

Data highlights:

With an overall CPI of 77.8, the school scored relatively well on the science MCAS. However, there was a slight drop in all of the subgroups. Students with disabilities' CPI fell below 60. This is definitely a concern for this year.

School Culture	
Strengths	The staff respects the differences of all students. Using the small group instruction model, we strive to meet the needs of all learners. The nature of our groupings and workshop models provide accountability for all students. Our team approach provides opportunities for collaboration. We have:

	<ul style="list-style-type: none"> • Ordered a variety of leveled reading books to increase the cultural diversity in texts. • Monthly assemblies and community circles that have enabled students and staff to build relationships with many students that they may not interact with on a daily basis. • Stickers that represent our school values are given to students that display those values during the day. • “Shout outs” at the end of the day to honor students and their accomplishments throughout the day. Each student will receive at least two shout outs throughout the year. <p>Finally, we celebrate three students monthly that show our school values of effort, community, and curiosity.</p>
Challenges	Due to increased staff turnover, coaching and feedback has been more difficult. In addition, new staff did not have the same targeted, long-term professional development to aid with small group instruction. Clear communication with all staff involved with each individual student has been challenging. Time to collaborate is difficult with the amount of staff involved on each team.
Opportunities	Behavior is not a one size fits all; however, we need to come up with a shared vision of how to get students back in the classroom for time on learning. We need to provide: <ul style="list-style-type: none"> • Professional development for all staff on the responsive classroom approach or an approach that will work within the school. • Common planning time with set agendas in order to utilize the time better.

II. School Action Plan

- As a result of this current comprehensive needs assessment, list by priority the priority areas to be addressed this year in the school-wide plan.
- Express these priorities as **Strategic Objectives**. Sample strategic objective: Implement data cycles that include regular use of student level data to inform instruction to meet the needs of all English language learners.
- Strategic objectives must be developed to support the following district priorities:
 - Engaging Standards-based Instruction for All
 - Data Cycles
 - Structures to Support the Academic & Social Emotional Needs of Students
 - Engaging Families and the Community
- Action steps must speak to the specific needs of diverse learners.

Strategic Objective (ELA/Literacy): In order for students to be successful with grade level standards, we will increase the number of students independently reading at or above grade level by using monthly BAS and running records along with the PALS to determine who is not at benchmark and then design the teaching strategies to match the needs.

District Priority #1: Engaging Standards-Based Instruction for All			
Action Steps	Lead	Start	Complete
Identify all students that are just at or below grade level in each grade using the monthly BAS and running records (data wall) to determine what they will need to attain grade level reading. Intervention groups will also be made to fill gaps of students that are below reading level. In addition, we are in the process of reviewing both our ELL and our SWD. This includes a review of both the current data and the methods of interventions provided to these students to date.	Erps, Jellison, and reading specialists	9/17	6/18
Use information obtained from the PALS (grades K-2) to get information about possible gaps in learning and then determine a plan to fill gaps. For our ELL and SWD, currently receiving a “mismatched” set of instructional strategies, we will put in place alternative plans and interventions. These include LIPs, Tier 2 Foundations, Words Their Way and small groupings.	Erps, Jellison, & reading specialists	10/17	6/18

Schedule, implement, support, and monitor data cycles and action planning. This monitoring process consists of (as part of our data cycle) collecting data, interpreting results, developing action plans and re-teaching/ re-assessing.	Jellison, Erps & ILT	9/17	6/18
Use mid trimester and end of trimester assessments to monitor student growth on standards and help design intervention groups to meet the needs of all learners.	Erps, Jellison & ILT	10/17	6/18
Provide weekly common planning time in ELA so teachers can work together for both planning and grouping of students. As part of this allotted time, support staff will be included in order to integrate more visual usage, sentence starters, personal dictionaries, and content word walls.	Jellison, Erps, & reading specialists	9/17	6/18
Include revision as a common practice school-wide so that students know they are never done but done for now.	Jellison, Erps, & ILT	9/17	6/18
Provide teacher led professional development to showcase best instructional practices.	Giso, Jellison & Erps	9/17	10/17
Conduct one formal instructional round specifically around ELA to monitor and support teacher's commitment to increasing the reading level of all students.	Jellison, Erps, & ILT	11/17	11/17
What data will be used to monitor implementation of this strategic objective? We will use the BAS scores, monthly running records, mid trimester and end of trimester assessments, and PALS (K-2).			

Strategic Objective (Math): Increase the rigor in math by using hands-on experiences, big-problems, and APT (Academic Productive Talk) in order to independently master the grade level standards.

District Priority #1: Engaging Standards-Based Instruction for All			
Action Steps	Lead	Start	Complete
Monitor and support teacher's commitment to reading, writing, speaking, and listening every 20 minutes.	Jellison, Erps, & ILT	9/17	6/18
Monitor and support teachers so they can support students to process knowledge, elaborate on content, record and represent their knowledge, interact with content, practice skills, strategies, and processes, examine similarities, differences, and reasoning, and then revise their knowledge using cognitively complex tasks.	Jellison, Eveleth, Angeramo, & ILT.	9/17	6/18
Provide teacher led professional development on big problems, APT, hands-on activities, and the workshop model and address mathematical practices.	Jellison, Eveleth, and Angeramo	10/17	2/18
Provide weekly common planning time in math so teachers can work together for both planning and grouping of students.	Jellison & Erps	9/17	6/18
Observe and support math CPT to make sure teachers are planning for language of math, vocabulary, math concepts, and skills. In addition, as part of the CPT time, we are reviewing both our ELL and our SWD. This includes a review of both the current data and the methods of interventions provided to these students to date.	Jellison & ILT	9/17	6/18
Leverage the math data cycles to ensure action plans are written and then completed in class. For our ELL and SWD, we will supplement the tier 1 instruction with additional time for Number Talks, more time for using manipulatives, more visual supports, content word walls and individual dictionaries.	Jellison & ILT	9/17	6/18
Increase our structure of visual and sensory support to reach all learners.	Jellison & ILT	9/17	6/18

Conduct one formal instructional round specifically around math to monitor and support teacher's commitment to increasing the rigor of math for all students.	Jellison & ILT	3/18	3/18
<p>What data will be used to monitor implementation of this strategic objective? We will use mid trimester and end of trimester assessments that are collected during our data cycle meetings, exit tickets, number talks and instructional round data to ensure teachers are increasing the rigor. Our data will be collected according to standards assessed on spreadsheets and shared via Google as well as by the collection of our action plans that identify areas of strength and areas of growth for all students.</p>			

Strategic Objective (Science): Increase rigor and time spent in science to ensure that all students are able to master grade level standards, understand the interrelationship of science with technology, society, and the environment and to think critically, creatively, and rationally.

District Priority #1: Engaging Standards-Based Instruction for All			
Action Steps	Lead	Start	Complete
Utilize opportunities for cross-curricular science and writing collaboration. We will examine the ESL teacher's schedule to include time to support the content curriculum development.	Jellison, Erps, & ILT	9/17	6/18
Integrate the use of the science lab to allow each class one lab per week to increase the hands-on experiences through the use of hands on, inquiry-based lessons that will appeal to all our learners.	Jellison, Erps, & Sheridan	9/17	6/18
Provide opportunities for teachers to work with the Atlas maps and the new material in order to maximize the instructional materials available and to help create rigorous lesson plans.	Jellison, Erps, & ILT	9/17	6/18
Utilize resources in the community to gain access to more science materials including writing grants or asking for donations.	ILT	9/17	6/18
Provide opportunities for students to identify a scientific concept or concern that directly impacts their lives and then educate others in the community about possible solutions.	Jellison, Erps, & ILT	9/17	6/18
Ensure the science specialist at Carlton is available to attend District Science Coach Meetings.	Jellison, Erps, & ILT	9/17	6/18
Provide teacher led professional development to showcase best instructional practices in science, including demonstrations lessons presented by our ELL director.	Jellison, R. Westlake	1/18	3/18
Provide weekly common planning time in science so teachers can work together for planning of lessons and labs and grouping of students.	Jellison & Erps	9/17	6/18
Conduct one formal instructional round specifically around science to monitor and support teacher's commitment to increasing the science understanding of all students.	Jellison, Erps & ILT	1/18	1/18
<p>What data will be used to monitor implementation of this strategic objective? Unit assessments, lab reports, writing assignments, and classroom data will be used.</p>			

Strategic Objective: Enhance the current data cycles to increase our diagnostic instruction and develop comprehensive supports for all students including High Needs students.

District Priority #2: Data Cycles			
Action Steps	Lead	Start	Complete
Provide a schedule for data cycles and action planning for math, ELA and science.	Jellison & Erps	9/17	9/17

Implement new protocols for the data meetings that include identifying the data trends, adjust instruction to meet the needs of students, and re-group students based on need.	Jellison, Erps, & ILT	9/17	6/18
Implement new data collection protocols for classroom informal assessments.	Jellison, Erps, & ILT	9/17	6/18
Make use of sub-group data to strategically support and monitor high needs students.	Jellison & Erps	9/17	6/18
Increase accountability for all teachers around closing the achievement gap for our high needs students by analyzing school-wide data in vertically aligned teams.	Jellison & Erps	9/17	6/18
Develop a stronger tiered instructional model using our literacy specialists and our math specialists.	Jellison & Erps	9/17	6/18
Use instructional rounds to monitor, increase, and provide feedback on teaching and learning expectations.	Jellison, Erps & ILT	9/17	6/18
Target instruction through the use of data in order to construct intervention lessons for struggling students to address individual needs and continued growth.	Jellison, Erps, & ILT	9/17	6/18
Create and foster a professional culture of using data to inform planning and differentiated instruction.	Jellison, Erps, & ILT	9/17	6/18

What data will be used to monitor implementation of this strategic objective?

During data cycle meetings, ILT members and admin staff will guide staff in the production of action plans for each group of students and then a re-assessment of standards that were re-taught. All data cycle meetings will have discussions on student level data, class data, and high needs students.

Strategic Objective: Enhance school structures in order to ensure all students are properly supported socially and emotionally in order to make academic growth.

District Priority #3: Structures to Support Academic & Social-Emotional Needs

Action Steps	Lead	Start	Complete
Increase teacher capacity with the responsive classroom approach to social emotional learning through professional development.	Jellison & Eveleth	9/17	6/18
Utilize the City Connects Coordinator to proactively provide resources to teacher identified students.	Jellison & Yoder	9/17	6/18
Increase community circle times where students meet with a staff member and 7 or 8 other students in the building to create a small community and to ensure students have a trusted adult in the building to talk with and form a positive relationship with.	Jellison & Erps	9/17	6/18
Ensure that all staff report student behavior so that our data reflects inappropriate behavior, where it happens, when it happens and what measures are taken to resolve the issues. Also so that we can track whether behavior is improving throughout the year.	Jellison & Erps	9/17	6/18
Utilize the behavior specialist to help create behavior plans that will help build skills as well as manage inappropriate behaviors in the classroom.	Jellison & LeVasseur	9/17	6/18
Rethink our IST process to support the new City Coordinator role and to utilize the process as a genuine support for our most needy students.	Jellison, Erps, Yoder, & ILT	9/17	6/18
Through collaboration, create shared language and expectations around a	Jellison &	9/17	6/18

behavior model to support time on learning.	Erps		
Use a tiered model for social emotional needs to begin teaching more structured lessons on skills needed.	Jellison & Erps, & Yoder	9/17	6/18
What data will be used to monitor implementation of this strategic objective? Community circle data, lessons taught in community circles, SWIS data, and City Connects data.			

Strategic Objective: Enhance the family engagement structures already in place to ensure full access to the school by all families while broadening these structures to include community members and partnerships through the actions of our students by giving back to the City of Salem.

District Priority #4: Engaging Families and Community			
Action Steps	Lead	Start	Complete
All community circle leaders will call all families by 9/15 to welcome them back to school or welcome them to our school and introducing themselves as a resource for any needs they may have.	Jellison	9/17	9/17
Increase the family communication by increasing our social media posts and to include classroom corner into our weekly newsletter.	Jellison & Erps	9/17	6/18
Ensure all teachers call three families a month for positive feedback.	Jellison	9/17	6/18
Continue to plan night activities that are inclusive to all families (examples include karaoke nights, movie nights, and class shows).	Jellison & Erps	9/17	6/18
Create and send home an interest survey to families asking for input about what types of information/events they would be interested attending. We will also question them as to what gets in the way of them attending.			
Utilize the Family Engagement Coordinator to reach out to families for positive communication at least three times per month.	Jellison & El Adlouni	9/17	6/18
Utilize our Wacky Wednesday blocks to invite community leaders to present to the students eventually creating community service projects for each grade level.	Jellison & Specialist Teachers	9/17	6/18
Continue to provide opportunities for Carlton neighbors and community members to volunteer time in classrooms.	Erps	9/17	6/18
Present community service projects at the Celebration of Learning in June.	Jellison & ILT	6/18	6/18
What data will be used to monitor implementation of this strategic objective? Call logs will be turned in monthly, Wacky Wednesday community leaders at the school, and Community Service project will also be used to determine the impact of our engagement.			

III. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Resources Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

IV. Professional Development Plan

a. District Professional Development Plan

- The district professional development plan has been constructed to support goals in the District Strategic Plan. Teachers will have the opportunity to self-select a 3-part mini-course taught by SPS teachers that they would like to attend during three PD days during the year.
- The district hosts a series of ongoing job-alike meetings to ensure that throughout the year we are building the capacity of specialized instructional support staff such as instructional coaches, team chairs, ESL teachers, special educators, paraprofessionals, etc.
- The remaining PD time is available for principals to direct in a way that supports their SIP. See details below.

b. School-based Professional Development Plan *(Provide details on how release days and contractual after-school time will be used to support the school's PD needs.)*

- The school has included all district professional development topics and has developed a plan to incorporate the district initiatives with the Carlton initiatives so that the professional development meets the needs of the Carlton Teachers.
- Following is a list of professional development that Carlton teachers will receive during the school year 2017-2018:
 - ELA 8 hours
 - Math 8 hours
 - Science 6 hours
 - Aspen 2 hours
 - Team Time 7 hours
 - District PD 3 hours
 - Responsive Classroom 2 hours
 - Parent Conferences 26 hours
 - Classroom set-up 4 hours

V. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on SchoolSpring to tap into a large pool of qualified applicants. A committee is convened and interviews are conducted. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VI. Parent Involvement

Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.

- The Carlton Innovation School Council consists of parents, teachers, community members and a school committee member. This collaborative group builds partnerships and connects with the community in order to ensure learning for all learners. The School Council also participates in the planning of the School Improvement Plan and The writing of the Innovation Plan.
- We have families that volunteer their time for our after-school drama club, which concludes with a musical. In addition, families open our library so that students may borrow books and conduct research. Parents started a clothing connection to provide needed clothing supplies for school, and they volunteer to help during different workshop blocks.
- Other family initiatives are: Safe Routes to School, Pumpkin Festival, Garden Club, Movie Nights, Karaoke nights and other PTO related initiatives.

Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

- Families are regularly informed of student progress three times a year at the end of each trimester through report cards and during conferences in the fall and spring. Parents and teachers make collaborative decisions about transitions for students who are and are not ready to move to the next grade level. Formal transition meetings are held for students moving to the next grade level, which include current and future teachers, and families where the student presents what they learned and what their goals are for the next grade level and why they are ready to move to the next grade.
- Families will receive weekly newsletters that will include a classroom corner article.
- Families are provided with information through Back to School Night, Parent teacher conferences, Literacy and Math night, and the Celebration of Learning.

List specific training activities and decision-making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan)

- Staff at Carlton is in the process of creating information nights for parents.

Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan

- The school-wide program is routinely reviewed by the PTO and School Council. Also, the communication between these groups and the administration helps to ensure that there is a high degree of family involvement at Carlton.

VII. Kindergarten Transition Plan

Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.

- Students are welcomed into Carlton three times per year in September, November, and March. During each entry window, students are provided with screening, scavenger hunt orientation, and a short visit with a storytime, recess, and snack with their families. Many students transition to our kindergarten from the Head Start classroom located in our building. This gives us the opportunity to talk with teachers about the strengths and needs of each student.

VIII. Shared Leadership Practices

Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

- Carlton uses formative assessments to track student progress yearly, monthly, and daily. This information is used to inform instruction and ensure student progress. Teachers have at least three common planning times per week where they are able to plan and reflect on data together. Teachers are empowered to make critical decisions about student learning and curriculum. In addition, teachers are encouraged to work on the Instructional Leadership Team and the School Council. Both of those teams involve teachers making decisions regarding the overall direction of the school. Finally, teachers

have agreed to plan and provide professional development to their colleagues on topics to help improve instruction and better serve our student body.

IX. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks

Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

- Struggling learners are supported through a variety of push in and pull out services based on the academic needs of each individual student. Once a month, the teams use the instructional support team process where multiple sources of data are used to look at individual students. The Literacy Coach, Reading Specialist, and Reading Tutor provide small group instruction during reading workshop. In math, the two math lead teachers help provide small group instruction. When needed, students are pulled out of class to provide specialized instruction based on needs. We are committed to interventions that are based on diagnostic assessments of student's strengths and needs.

X. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.

- The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Accelerated Improvement Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.