



Carlton Innovation School

School Improvement Plan 2020-2021



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 model is based on student-centered learning within a trimester structure that accommodates “continuous progress.” Students are placed in grade level cohorts: 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 (2018-2019)

Race	% of School
African American	4.3
Asian	0.4
Hispanic	30.8
White	58.4
Multi-Race Non-Hispanic	6.1

- 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, and ESL

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 individual student assessments including BAS data, mid trimester assessment data and classroom data. In addition, we looked at parent surveys and SWIS data.

II. School Data Profile

[Carlton Innovation School- Data Profile Page](#)

III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

Student Learning	
Strengths	<p>Consistent instruction using Lucy Calkins and guided reading have allowed our students to make reading and writing gains. Last year, we provided professional development in writing which guided teachers on how to help the individual writer in addition to whole class lessons. We have seen more students able to write longer and more succinct in response to writing prompts. In addition, conventions were targeted last year through added mini lessons and we are hoping to see gains in that area this coming school year. In English Language Arts, overall proficiency for our SWD subgroup increased from 8% in 2016 to 29% in 2018. This shows that each year, more of our SWD are making progress with grade level standards. Over the past two years, all students who have taken the ACCESS test two years in a row have increased their composite score each year except for 3 cases. Oral language is already a strength of our ELs. Over the past two years on average, both oral language and literacy scores have increased.</p> <p>Based on math pre-assessments from the beginning of the school year, we have seen an increase in proficiency towards the geometry standards. Access to ST Math prior to the shutdown provided our students the ability to continue their math instruction remotely. Fluency continues to be a strength in our P1 and P2 classrooms due to the use of number talks.</p> <p>Teachers have been working together to plan, create, and execute lessons that are based on the new science standards. Science kits have been updated to include materials for hands-on experiences. Students are engaged in the hands-on lessons and have been able to prove their learning through discourse.</p>
Challenges	<p>Based on beginning BAS data, only 48% of our students are reading at or above grade level. This is a shift for Carlton as we have had 75%-80% of our students at or above in years past. Remote instruction for many of our students has not been as successful as in-person instruction. Typing skills are a necessity to this model and this is something we currently have not been focused on.</p> <p>In math, overall proficiency has dropped for our SWD from 26% in 2016 to 13% in 2018. Although our proficiency data is still above the districts, the school based decline has become a focus. Due to scheduling, not all SWD have been getting consistent math intervention. When school returns in person we plan to increase our math intervention for SWD.</p> <p>Our curriculum does not reflect the diversity of our student population. Lessons are not always accessible to all of our students. Academic, productive talk in science has decreased due to remote learning. It has no longer become authentic science discourse.</p>
Opportunities	<p>Our teachers have smaller class sizes and are able to provide more individual attention and targeted instruction to our in-person, priority students. All staff will participate in accessibility training in order to make lessons accessible to all students.</p> <p>As a school, we will create a system for tracking interventions in all grades and will be analyzing data based upon these interventions. Intervention changes will be made to make sure we are meeting the needs of all students.</p> <p>In addition, we will also be using Foundations and Words Their Way as curriculum tools to target word work across all grade levels. The use of ST Math for the entire school will also engage more students in math learning. Finally, we will also be using Keyboarding Without Tears as a tool in order to teach keyboarding skills.</p>

Social Emotional Learning

Strengths	<p>The Caring School Community curriculum is consistently used as a resource during our daily morning meetings. These morning meetings are designed to explicitly teach SEL skills.</p> <p>Teachers are also running professional development for the staff that connects directly to staff self-care and to their own social/emotional needs. The school adjustment counselor and the City Connects Coordinator have been providing a weekly SEL lesson for all grades. In addition, teachers have been receiving PD on trauma informed practices.</p> <p>Hub Connects was a way to continue to bring our remote learners to school for connections and socialization. About 90% of our students participated in either remote or in-person Hub Connects with about 65% coming to the school to participate in person.</p>
Challenges	<p>Remote learning has created a challenge in regards to SEL implementation and access for all students. Because some of our students are remote, they are not always signing into Zoom for that morning meeting, meaning that they are missing the explicit instruction. Teachers are feeling overwhelmed with the new remote requirements as well as with the pandemic. The social and emotional well being of our students is difficult to assess through remote learning and students' frustration level has increased. Weather in New England is unpredictable and Hub Connects was not consistent for all students. In addition, transportation (although offered through the district) was not always available for all students due to changing parent schedules and missed buses.</p>
Opportunities	<p>Teachers will participate in professional development centered on trauma informed practices and will create a shared understanding on the definition of trauma. Teachers will then incorporate new strategies into their teaching that better meet the needs of all students. In addition, teachers will participate in professional development specific to staff self-care. We will continue to use City Connects and the SST process as a tool for targeting the needs of our kiddos and supplying them with appropriate interventions and resources. Continuing Hub Connects throughout the year will help keep our remote only students in touch with the Carlton Community.</p>

Equity and Access

Strengths	<p>Our classroom libraries have been updated with more culturally relevant books that represent the diversity of our students. Professional development on accessibility has been provided prior to the school year. Teachers are working towards making all lessons accessible to all students. Our EL students have made gains on ACCESS testing. Over the past two years, all but three students who have taken the ACCESS test two years in a row have increased their composite score each year. Oral language is already a strength of our ELs. Over the past two years on average, both oral language and literacy scores have increased.</p>
Challenges	<p>Remote learning is not ideal for anyone. It is more difficult to start adding in accessibility features while the majority of teacher resources are scattered throughout their home and the school.</p>
Opportunities	<p>The principal and the assistant principal are excited to lead the ILT in a book club on Stamped. The plan is to start on the journey on an anti-racist school and community. After the initial book club, the ILT members will continue to lead a new book club with all staff on the same book.</p>

Student Engagement/Attendance

Strengths	<p>In the spring, we were proactive with creating individualized plans to increase virtual student attendance and engagement. An attendance team was created last year to track student absences. This team is continuing to call and visit families that are not showing up to school either in-person or remote. Providing technology to all families has also enabled all students to participate in their learning. We are using Aspen to track student attendance and are analyzing student work within Google Classroom to make sure we are monitoring who is doing the work</p>
Challenges	<p>Although we are seeing over 90% of students attending remote learning, engagement is still low during remote lessons. Students are attending their zoom meetings, but some keep their cameras off or are inconsistent with when they sign on. Illness will also affect our attendance as the school year progresses.</p>

Opportunities	Communication with families about the impact attendance has on students growth and achievement continues to be a goal. We need to continue to communicate with families about the importance of attendance.
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Family & Community Engagement	
Strengths	Last year, we increased our family outreach from classroom teachers, support staff, administration and our family engagement facilitator. Families received a weekly newsletter, robo calls, the Remind App was used by many classroom teachers along with Google Voice and personal phone calls were made. 88% of families attended parent teacher conferences and/or transition meetings. Last year, we had anywhere from 10 - 15 parents attending family meetings and PTO. This year, we have had as many as 75 parents at a zoom meeting. Although his number has dropped significantly since the beginning of the year, we still had 23 parents at the last zoom meeting on December 8th.
Challenges	The pandemic has created a hurdle for family and community engagement because we cannot welcome families physically inside our school. Continually updating parent contact information has been lacking. Contact information is not fully updated in Aspen, and we are using student learning time to gather valuable information. Access to technology can also be challenging for some of our families.
Opportunities	We need to find new ways to connect home and school and to communicate about curriculum. We can utilize the home/school connection piece from the Caring School Community program in order to facilitate a more comprehensive connection between the classroom and home. The ability to have staff "Point People" reach out to families will help keep communication consistent and on schedule. Using Parent Square will help us to communicate with more families in their native languages.

IV. School Action Plan

Strategic Objective #1: Create and deliver accessible lessons, including in-person and remote, to promote equity for all.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Staff will complete an accessibility course throughout the school year and will include visuals into all lessons/resources that are delivered. 	Literacy Coach	8/2020	6/21
<ul style="list-style-type: none"> Staff will read the book Stamped and as a group, will discuss the history of racism in America and the implications on our present educational system. Based upon discussions of Stamped, staff will work together towards changing small areas of individual teaching habits and then work towards creating a plan to continue this work after this school year. 	AP with assistance from Director or Teacher Leadership	9/2020	6/21
<ul style="list-style-type: none"> The ILT will analyze the current ELA curriculum and will identify new texts to incorporate into their workshop that better represent our school diversity. 	Principal, AP, ILT	10/2020	6/21

<ul style="list-style-type: none"> Use the Caring School Community Curriculum, and morning meeting time, to model cultural appreciation and self identity in SEL lessons. 	Principal and AP	10/2020	6/21
<ul style="list-style-type: none"> Analyze morning meetings through the lens of prescribed anti-racist questions in order to deliver equitable SEL instruction 	Principal and AP	11/2020	6/21
<ul style="list-style-type: none"> Complete equity walk-throughs using prescribed “look fors” and allowing teachers to visit each other’s classrooms and sharing best practices amongst each other. 	Principal and AP	1/2021	6/21
<ul style="list-style-type: none"> Increase the use of diverse texts at differing levels in order to meet the instructional and social/emotional needs of all of our Carlton students. 	Principal and AP	9/2020	6/21
<ul style="list-style-type: none"> Create and incorporate into daily math instruction word problems that are both relevant, and accessible, to the cultural backgrounds and instructional levels of our students 	Principal and AP	9/2020	6/21

**What data will be used to monitor implementation of this strategic objective?
How often will this data be analyzed, and revisited for gains/decreases?**

At the end of the accessibility course, staff will create resources that are accessible to all students. School wide, 100% of lessons will include visuals and every teacher will receive 2 pieces of TeachPoint feedback related to the overall accessibility of their lesson. Teachers will pick two areas that they want to change in their teaching practice that will help work towards equity and access for all students. We will monitor the amount of anti-racist PD that is created and the changes we see through our teacher observations. This is an ongoing goal that will carry over into the following school year. Using the “look fors” during our school equity walks, we will collect data and will analyze results with the full staff.

Strategic Objective #2: Build relationships with families and students in order to increase student engagement along with increasing student attendance.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Attendance team will monitor daily and weekly attendance using Aspen. They will consistently contact families each day to determine why students are absent. House visits and calls with ways to help will be done when a pattern starts to arise. 	Family Engagement Facilitator and Nurse	9/20	6/21
<ul style="list-style-type: none"> Point person will be assigned to a group of students to call bi-weekly to check in with all of our families. 	Principal	10/20	6/21
<ul style="list-style-type: none"> All teaching staff, and administrators, will begin using Parent Square to ensure that all families are receiving classroom and school communication at least weekly. 	Assistant Principal, ILT	9/20	6/21

<ul style="list-style-type: none"> Utilize the Family Engagement Facilitator and allow time in teacher's schedules to reach out to families for positive communication at least three times per month. 	Family Engagement Facilitator	9/20	6/21
<ul style="list-style-type: none"> Continue to look for ways to bring Carlton families, neighbors and community members to school. 	Principal, PTO, ILT	9/20	6/21
<ul style="list-style-type: none"> Plan and execute three inclusive family and community activities based on input gathered from a family survey about interest and need. 	Principal, Family Engagement Facilitator	9/20	6/21
<ul style="list-style-type: none"> School Adjustment Counselor or City Connects Coordinator will provide social/emotional classroom lessons on Wacky Wednesdays 	SAC, City Connects	9/20	6/21

**What data will be used to monitor implementation of this strategic objective?
How often will this data be analyzed, and revisited for gains/decreases?**

Attendance is tracked using Aspen. We send letters to families that have more than 5 unexcused absences in order to notify them on the importance of attendance. Another letter is then sent to families that have more than 8 unexcused absences. Attendance meetings are scheduled based on attendance trends. Last year, we sent 10 families a 5-day absence letter, 18 families an 8-day absence letter and held 14 in-person attendance meetings. In addition, we filed 4 51As for attendance and 2 of them received DCF support. This year we have sent 10 families a 5-day letter and held 3 family meetings. We will monitor Parent Square to ensure that 100% of our families are receiving information electronically. When emails or phones are undeliverable, we will call families to correct the information. We will be sending home weekly home/school connections from the Caring School Community curriculum and will track the amount of participation that we get from families. We will track family zoom participation and follow up with families that have not participated at all.

Strategic Objective #3: Enhance school structures in order to ensure all students are properly supported socially and emotionally in order to make academic growth.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Use the SST process to proactively provide resources to teacher identified students using the tiering process. SST is attended by Team Chair, AP and Principal and monthly reports are collected and reviewed. 	City Connects	10/20	6/21
<ul style="list-style-type: none"> Create a manageable reporting system in order to track student behavior so that our data reflects inappropriate behavior - where it happens, when it happens and what measures are taken to resolve the issues. This will help us determine whether behavior is improving throughout the year. Review classroom behaviors matrix to ensure teachers are using appropriate response to behavior. 	Assistant Principal, ILT	9/20	6/21
<ul style="list-style-type: none"> Utilize the City Connects Coordinator to help create behavior plans that will help build skills as well as manage challenging behaviors in the classroom. 	Team Chair, City Connects	9/20	6/21

<ul style="list-style-type: none"> Continue to utilize our Student Support Team (SST) process as a genuine support for our most needy students. 	Team Chair, City Connects	9/20	6/21
<ul style="list-style-type: none"> Ensure teachers are using lessons from the Caring School Community in order to teach social skills needed by our students. 	Principal, Assistant Principal, Caring Schools Team	9/20	6/21
<ul style="list-style-type: none"> Implement and enforce consistency of routines, structures and language in each classroom across cohorts. 	Principal, Assistant Principal	9/20	6/21
<ul style="list-style-type: none"> Encourage and promote student engagement through personal connections and investment in Carlton values. 	Principal, Assistant Principal, ILT	9/20	6/21

**What data will be used to monitor implementation of this strategic objective?
How often will this data be analyzed, and revisited for gains/decreases?**

City Connects data, SST data, hub connects data, behavior specialist data, and teacher observations will be used to monitor this objective. We will also be using Aspen Workflow in order to collect and monitor behaviors. We will be monitoring our morning meetings in order to ensure that teachers are following the Caring School Community curriculum. Individual student data will be collected based upon interventions put in place from our SST meetings. This data will be in the form of BAS, behavior plans, independence checks, etc. This data will be analyzed every six weeks and will be discussed in the SST follow up meeting. Academic growth for all students will be monitored during our school based data meetings. These meetings will take place in the middle and end of each trimester.

During the 2019-20 school year, we served 278 students through holding Whole Class Review (WCR) meetings in order to review each student's strengths and needs across four domains: academic, social/emotional/behavioral, health and family. From data collected during the WCR meetings, we created individual student support plans for each Carlton student. 11% of Carlton students further received an in-depth review by our Student Support Team, which created specific and measurable goals for students' success, as well as holding a follow-up meeting to determine progress toward achieving their goals. A total number of 3,608 services (45% enrichment/prevention services; 47% early intervention services; and 8% intensive or crisis intervention services) were delivered to our students, via Carlton staff as well as through outside community providers. Each of our 278 students was in receipt of three or more services last year.

Tier 1 family engagement continues to be an essential, integral part of the work we do for our students and families at Carlton. This year, each Carlton teacher was assigned no more than 10 families to call weekly for the first month of school and then every two weeks for the next two months and monthly for the remainder of the year. Upon completion of each conversation, teachers used the Family Point Person Call Tracker to document their conversations, as well as any identified family concerns. These concerns were tracked and addressed by a member of the Carlton Student Support Team (comprised of our principal, assistant principal, City Connects Coordinator, School Adjustment Counselor, and Family Engagement Specialist), who made referrals to the appropriate services handling Tier 2 needs. Since September, every Carlton family has been contacted consistently and as of Dec. 10, a total of 55 families' tier 2 needs were addressed.

V. Highly Qualified Teachers

- Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital 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.

VI. Professional Development Plan

a. District Professional Development Plan

[SPS District Professional Development](#)

b. School-based Professional Development Plan

[Carlton 2020-2021 PD Plan](#)

Await further information

VII. Teacher Recruitment Strategies

- Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd 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.

VIII. Parent Involvement

Describe how parents will be involved in the design, implementation, and evaluation of the SIP.

- The Carlton Innovation School Council consists of parents, teachers, and community members. This collaborative group builds partnerships and connects with the community in order to ensure learning for all students. The School Council participates in the planning and reviewing of the School Improvement Plan and the writing of the Innovation Plan.
- Families from our school created The Clothing Connection, which provides needed clothing supplies for schools.
- Other family initiatives are: Drive In Movie Night, Zoom Dance parties, and art “clubs” to be held in the spring.
- Continued talk about how to be inclusive for all families is an ongoing topic at all events.

Describe how parents will receive timely information about the Title I program (K-8 schools only); 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. Note the data of the parent/guardian meeting where Title I information will be provided to families.

- Families are regularly informed of student progress six times a year at the middle and end of each trimester through progress reports and 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 written by teachers and support staff..
- Families are provided with information through Back to School Night, Parent teacher conferences, and the Celebration of Learning.
- Teachers at the Carlton have signed up for Parent Square this year in order to provide timely classroom information and reminders.

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 provide activities during our math and literacy night. They provide examples of lessons along with grade level guidelines and how to help their child(ren) at home. (This may be held remotely this year and we are in process of determining date and topics.)
- Carlton sends home the School-Parent/Guardian Compact and Family Engagement Guidelines yearly.

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.

IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

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 read aloud and snack with their families. We receive new students from many of the local early childhood programs. This gives us the opportunity to talk with teachers about the strengths and needs of each student.
- This year, Family Engagement Facilitators are reaching out to all early childhood programs in the area to collect transition forms for each child. They have offered to visit each site to form a partnership with sending programs.

X. 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 school developed 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.

XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)

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.

- Learning challenges 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 and reading specialist provide small group instruction during the 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 and the data wall.

XII. 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.