Framingham Public Schools

School Improvement Plan
2016 – 2017

Charlotte A. Dunning
Elementary School

48 Frost Street
Framingham, MA 01701

508-626-9155

Michele Schecter, Principal

Amy Mulkerin, Assistant Principal

PREAMBLE

The Charlotte A. Dunning School Improvement Plan is being submitted to the Framingham School Committe in accordance with the requirements of the M.G.L., C.71, S.50C of the Education Reform Act.

The plan was a collaborative effort of the Charlotte A. Dunning School community, specifically the Leadership Team, Literacy Cocah, Math Coach, and staff who met on several occassions to discuss district goals, needs of the school, any available data, and a plan of action. In addition, this plan was created in consulation with the Dunning School Council. All the members of the Charlotte Dunning School Community believe that this work should be a shared commitment to educational achievement.

SIGNATURE PAGE

We, the members of the School Council, have met and discussed the School Improvement Plan and the Performance Improvement Mapping Plan in Appendix A.

Michele Schecter, Principal

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Signature

Suzanne Chlapowski, Teacher

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Signature

Michael Pearson, Teacher

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Signature

Ted Geller, Parent

_____
Signature

Josee Erlandson, Parent

_____
Signature

Ms. Christeen Rowhers, Community

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Signature

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1. DESCRIPTION OF SCHOOL

The Charlotte A. Dunning Elementary School, originally called The Frost Street Elementary School, was renamed for Charlotte Alyosia Dunning in 1965, in honor of her many years of service to the Framingham community. She served on the Board of Public Welfare for 35 years, 30 years of which she was Chairwoman.

Dunning currently is the home to 25 classrooms Kindergarten through grade five. We have three classrooms at Kindergarten and grade one, and four classrooms at grades two through five. Our school is the home to three classrooms for students with autism in Kindergarten through grade four, as well as the New England for Children Partnership Classroom for grades two through five. At all grade levels, we host the program for students who are learning English as their second language for low incidence languages. The students in this program represent over 20 different languages and contribute a valuable and appreciated diversity to our school community.

1.1. VISION

The vision of the Charlotte Dunning Elementary School is to educate children to become motivated, lifelong learners who, as confident and creative individuals, function to their full potential, understand and value individual differences and are contributing members of their community, able to meet the challenges of a global society in the 21st Century.

As we move towards the next ten years in our school community, it will be important to continue to provide the necessary resources, materials, and staffing to uphold our level of excellent service to our students. Our vision is to transform our classrooms to more student-centered, by improving technology access and supporting the use of instructional strategies to personalize learning for all of our students.

1.2. MISSION

At Charlotte A. Dunning Elementary School, we believe that all children can and will reach their potential. To that end we will:
- Consistently maintain high expectations and promote academic excellence for all students.
- Create and support a school environment that fosters the core values of:
    - Respect
    - Responsibility
    - Ready to Learn
- Prepare students to grow, interact, and communicate in a 21st century world.
- Ensure that all children and adults feel welcomed, included, supported, and trusted.

1.3. SCHOOL OVERVIEW

Charlotte A. Dunning is located in Framingham, Massachusetts, a suburb of Boston about 30 miles west of the city. We service just under 500 students from Kindergarten through Grade five. Students are exposed to Music, Art, Instrumental Music, and Physical Education through weekly specials

classes. The school is situated 100 yards from Frost Street, at the top of a circular drive nestled behind its very own Nature Trail that was built in 2001 as an Eagle Leadership project.

The courtyard in the center of our school building is a great place for activities and learning each season. In the Fall students observe the leaves changing colors. Our second graders plant bulbs as part of their science unit. Third graders utilize the courtyard to study ecosystems. The trees provide a living laboratory for fourth graders. Our art teachers often visit the courtyard for still life drawing exercises. The courtyard also provides a beautiful location for year-end celebrations.

Additional programming during the school day:
- Dunning school wide core values program (Panda Pride)
- Panda pride celebrations and recognitions
- Care and Share program that collects food items for A Place to Turn, a local food pantry
- Morning announcements presented daily by students
- SAGE program for gifted and talented students
- Instrumental Music Lessons (grade five)
- Fifth grade student council
- English as a Second Language program for our students from around the world

Before and after school programming:
- Reebok BOKS™ before school program
- Kidsborough before and after school program in site
- Spanish lesson through Global Child
- Afterschool Running Club
- Afterschool Art Club

Annual events that Dunning hosts include:
- Curriculum Night
- Math/Literacy Night
- Dunning Fun Run
- Multicultural Fair
- Monster Mash
- Sweetheart Dance
- Artist Show / Empty Bowls Project
- Grade Four State Fair
- Pasta Dinner/Pancake Breakfast
- Spring Fair
- Third Grade Recorder Concert
- Fifth Grade Fond Farwell
- Kindergarten Sing Along

Dunning also has the following technology:
- Media Center/Library with 25 PC stations
- Several mobile labs equipped with 25 Chromebooks
- Each classroom is equipped with a teacher laptop, white board, projector, document camera, and Mobile mimio* for classroom use
- Digital slideshow in foyer
- Wireless school environment
- ConnectEd reverse 911 system
- Security cameras at major entrances
- Security access badges to gain entrance to the building

Describe how you will establish a responsive and effective educational environment by addressing maintenance of the physical facilities. List actions needed to address safety hazards, instructional barriers and maintenance needs.

Charlotte A Dunning Elementary School was erected in 1965. As such, it requires attention to the physical facilities to maintain a responsive and effective environment.

In conjunction with the head custodian, the principal completes a monthly checklist which addresses the general disposition of the school, ensures that our school is adequately maintained and meets all code and safety regulations. Any issues related to general maintenance and/or safety hazards are addressed immediately through Buildings and Grounds.

Following are areas of concern that need to be addressed:
- The walls in cafeteria need to be repainted
- The blinds in the cafeteria need to be replaced
- The wall coverings in the gym are peeling and need to be replaced/repaired.
- We need increased parking due to the increase of staff.

To ensure the safety of our students, the school is secured throughout the day and visitors to the school are cleared through the front office. All substitutes, parent volunteers, etc. are required to sign in and are provided with badges. All staff are provided with badges that are used to gain access to the school.

Lack of adequate space remains an instructional barrier. We are currently using all available space to address the needs of our students. (ie: general music room on stage in cafeteria, small group instruction in the hallways.)

2. DEMOGRAPHIC DATA

2.1. ENROLLMENT DATA

Enrollment By Race/Ethnicity

Enrollment by Race/Ethnicity (2015-16)			
Race	% of School	% of District	% of State
African American	5.3	6.3	8.8
Asian	15.8	5.6	6.5
Hispanic	9.1	25.8	18.6
Native American	0.0	0.1	0.2
White	65.4	58.8	62.7
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	4.3	3.5	3.2

ENROLLMENT BY GENDER

Enrollment by Gender (2015-16)			
	School	District	State
Male	257	4,328	488,472
Female	229	4,150	464,957
Total	486	8,478	953,429

ATTENDANCE
2015-2016

	School	District	State
Attendance Rate	96.6	95.0	94.9
Average # of days absent	5.9	8.5	8.8
Absent 10 or more days	19.2	29.6	30.5
Chronically Absent (10% or more)	3.8	12.0	12.3
Unexcused Absences > 9	1.6	10.1	13.8
Retention Rate	0.2	0.9	1.5

2014-2015

	School	District	State
Attendance Rate	96.2	95.0	94.7
Average # of days absent	6.7	8.5	9.0
Absent 10 or more days	21.7	29.8	32.0
Chronically Absent (10% or more)	5.1	12.1	12.9
Unexcused Absences > 9	3.2	8.3	12.5
Retention Rate	0.2	0.8	1.5

2.2.   SELECTED POPULATIONS

SELECTED POPULATIONS (2015-2016)

Title	% of School	% of District	% of State
First Language not English	37.2	41.1	19.0
English Language Learner	19.3	18.6	9.0
Students With Disabilities	19.5	23.8	17.2
High Needs	48.8	53.8	43.5
Economically Disadvantaged	18.7	27.9	27.4

TEACHER DATA (2015-2016)

	School	District	State
Total # of Teachers	35.6	727.4	72,309.1
% of Teachers Licensed in Teaching Assignment	100.0	98.3	97.4
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	13.7 to 1	11.7 to 1	13.2 to 1

3.   ASSESSMENT DATA 2016

PARCC

Grade and Subject	Level 4 and 5 % SCH	Level 4 and 5 % STATE	Level 5 % SCH	Level 5 % STATE	Level 4 % SCH	Level 4 % STATE	Level 3 % SCH	Level 3 % STATE	Level 2 % SCH	Level 2 % STATE	Level 1 % SCH	Level 1 % STATE	Avg Scaled Score	Number of Students Included	Trans. CPI #	Trans. CPI Mean	Trans. Student Growth Percentile (SGP) #	Trans. Student Growth Percentile (SGP) Median
GRADE 3 ELA/L	61		5		56		24		6		9		759	79	84	86.3	--	--
GRADE 3 Math	61		16		44		22		11		6		757	79	84	87.2	--	--
GRADE 4 ELA/L	67		13		54		18		9		6		757	85	87	83.0	79	31.0
GRADE 4 Math	60		7		53		25		7		8		755	85	87	83.3	79	26.0
GRADE 5 ELA/L	66		10		55		28		4		1		765	67	69	92.4	65	62.0
GRADE 5 Math	37		13		24		36		25		1		746	67	69	81.5	65	35.0
ALL ES GRADES ELA/L	65		10		55		23		7		6		760	231	240	86.9	144	43.0
ALL ES GRADES MATH	54		12		42		27		14		6		753	231	240	84.2	144	34.0

Achievement Levels:
Level 4 and 5: Met or Exceeded Expectations (750-850)
Level 5: Exceeded Expectations (varies by grade - 850)
Level 4: Met Expectations (750 - varies by grade)
Level 3: Approached Expectations (725-749)
Level 2: Partially met Expectations (700-724)
Level 1: Did not meet Expectations (650-699)

Trans.SGP = Transitional Student Growth Percentile generated using current PARCC and prior MCAS scores

Trans.CPI = Transitional Composite Performance Index generated using linked PARCC and MCAS scores

2016 PARCC
% of Students At/Near/Below

		Reading - Literary			Reading - Information			Reading - Vocabulary			Writing - Expression			Writing - Conventions		
		At or Above	Near	Below	At or Above	Near	Below	At or Above	Near	Below	At or Above	Near	Below	At or Above	Near	Below
ELA	Grade 5	56.94%	19.44%	23.61%	58.33%	25.00%	16.67%	55.56%	27.78%	16.67%	69.44%	26.39%	4.17%	69.44%	16.67%	13.89%
	Grade 4	57.95%	21.59%	20.45%	59.09%	22.73%	18.18%	64.77%	19.32%	15.91%	56.82%	23.86%	19.32%	54.55%	27.27%	18.18%
	Grade 3	55.00%	27.50%	17.50%	62.50%	12.50%	25.00%	70.00%	16.25%	13.75%	56.25%	17.50%	26.25%	46.25%	32.50%	21.25%

		Major Content			Mathematical Reasoning			Modeling Practice			Addtional & Supporting Content					
		At or Above	Near	Below	At or Above	Near	Below	At or Above	Near	Below	At or Above	Near	Below			
MATH	Grade 5	30.99%	35.21%	33.80%	54.93%	23.94%	21.13%	47.89%	29.58%	22.54%	47.89%	22.54%	29.58%			
	Grade 4	50.56%	28.09%	21.35%	66.29%	17.98%	15.73%	57.30%	25.84%	16.85%	55.06%	31.46%	13.48%			
	Grade 3	50.00%	30.00%	20.00%	65.00%	16.25%	18.75%	70.00%	15.00%	15.00%	51.90%	20.25%	27.85%			

FIFTH GRADE MCAS (Science & Technology)

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 04 - ENGLISH LANGUAGE ARTS[3]													N/A	N/A
GRADE 04 - MATHEMATICS[3]													N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS[3]													N/A	N/A
GRADE 05 - MATHEMATICS[3]													N/A	N/A
GRADE 05 - SCIENCE AND TECH/ENG	46	47	9	16	37	31	43	38	11	14	70	76.4	N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - ENGLISH LANGUAGE ARTS													N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - MATHEMATICS													N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - SCIENCE AND TECH/ENG	46	51	9	18	37	33	43	37	11	12	70	76.4	N/A	N/A

ACCESS

Massachusetts Department of
ELEMENTARY & SECONDARY EDUCATION

**ACCESS for ELLs English Language Proficiency Test
2016 Proficiency Level Summary**

District: Framingham (01000000)
School: Charlotte A Dunning
Cluster:
Grade: ALL GRADES

Total Tested: 101 (Only students who complete all 4 sections of the Standard or ALT test are included.)
Participation Rate: 99%
Included in Making Progress: 74 (Only students who complete all 4 sections of the standard test in this year and prior year are included.)
% Making Progress: 78%

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 - Entering	6	6%	4	4%	22	22%	17	17%	5	5%	20	20%	15	15%	15	15%
2 - Emerging	2	2%	8	8%	6	6%	18	18%	3	3%	10	10%	6	6%	9	9%
3 - Developing	6	6%	16	16%	8	8%	41	41%	15	15%	23	23%	13	13%	18	18%
4 - Expanding	13	13%	5	5%	7	7%	18	18%	5	5%	22	22%	8	8%	24	24%
5 - Bridging	29	29%	5	5%	25	25%	7	7%	35	35%	18	18%	26	26%	20	20%
6 - Reaching	45	45%	63	62%	33	33%	0	0	38	38%	8	8%	33	33%	15	15%

Combinations of Language Domains:
Oral Language = 50% Listening + 50% Speaking
Literacy = 50% Reading + 50% Writing
Comprehension = 70% Reading + 30% Listening
Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
Proficiency Level Descriptions:
1 - Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support (including ALT level of A1, A2, and P1)
2 - Emerging: Knows and uses some social English and general academic language with visual and graphic support (including ALT level of P2)
3 - Developing: Knows and uses social English and some specific academic language with visual and graphic support (including ALT level of P3)
4 - Expanding: Knows and uses social English and some technical academic language
5 - Bridging: Knows and uses social English and academic language working with grade level material
6 - Reaching: Knows and uses social and academic language at the highest level measured by this test

Charlotte A Dunning Gowth

Very High	56%
High	12%
Moderate	16%
Low	8%
Very Low	7%
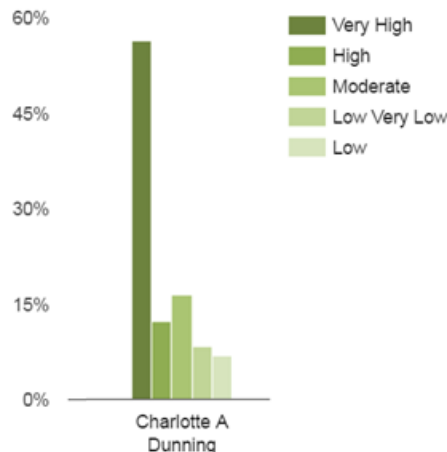
3.1. SCIENCE & TECHNOLOGY/ENGINEERING ANNUAL COMPARISONS 2013-2016

GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	20	14	16	9
PROFICIENT	40	49	37	37
NEEDS IMPROVEMENT	33	32	39	43
WARNING	7	5	8	11
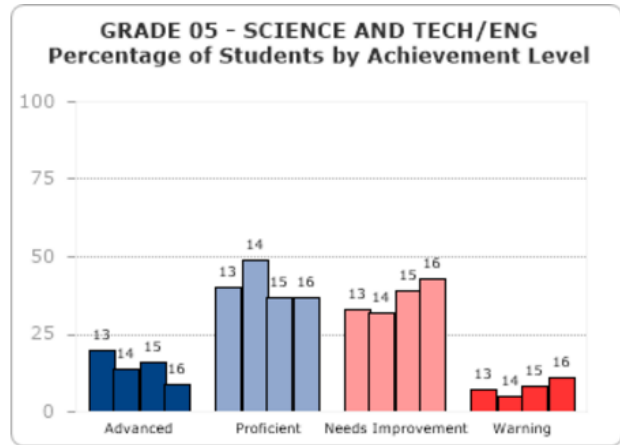
ACCOUNTABILITY: PPI AND CPI DATA - 2016

Organization Information

District:	Framingham (01000000)	School type:	Elementary School
School:	Charlotte A Dunning (01000007)	Grades served:	K,01,02,03,04,05
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information　　　　　　　　　　　　　　　　　About the Data

Accountability and Assistance Level

Level 1　2016 Level held harmless

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:		48	
	Lowest performing	Highest performing	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher Less progress ... More progress		View Detailed 2016 Data
All students		63	Did Not Meet Target
High needs		71	Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		59	Did Not Meet Target
Students w/disabilities		64	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian		59	Did Not Meet Target
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		58	Did Not Meet Target

2016 English Language Arts Proficiency Gap Narrowing　　　About the Data

	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		83.0	90.5	86.9	-3.6	90.1	91.5	56	240	0	Declined
High needs		68.6	82.2	75.7	-6.5	81.7	84.3	49	107	0	Declined
Econ. Disadvantaged		83.0	83.0	78.6	-4.4	84.4	91.5	58	49	0	Declined
ELL and Former ELL		66.8	73.9	65.6	-8.3	80.6	83.4	36	45	0	Declined
Students w/disabilities		65.2	80.3	73.7	-6.6	79.7	82.6	74	58	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		85.6	91.4	83.8	-7.6	91.6	92.8	19	37	0	Declined
Afr. Amer./Black		-	-	-	-	-	-	-	11	-	-
Hispanic/Latino		-	-	-	-	-	-	-	21	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	13	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		88.7	92.2	87.7	-4.5	93.4	94.4	48	158	0	Declined

2016 Mathematics Proficiency Gap Narrowing　　　About the Data

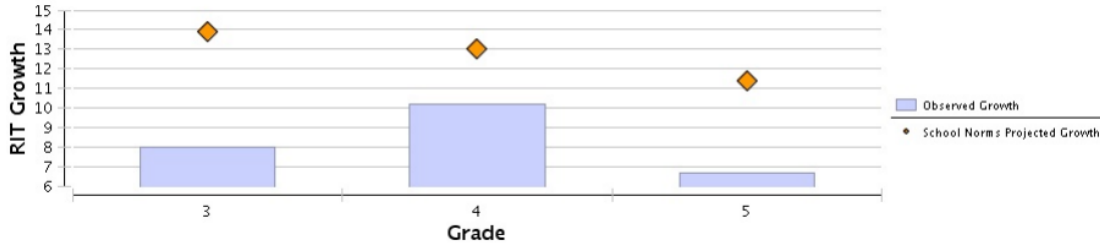|	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		81.4	86.1	84.2	-1.9	89.2	90.7	45	240	25	No Change
High needs		67.3	76.6	73.1	-3.5	80.9	83.7	38	107	0	Declined
Econ. Disadvantaged		70.5	70.5	73.0	2.5	73.0	85.3	36	49	75	On Target
ELL and Former ELL		67.3	68.8	63.9	-4.9	80.9	83.7	19	45	0	Declined
Students w/disabilities		62.2	75.0	69.0	-6.0	78.0	81.1	63	58	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		89.4	90.1	85.1	-5.0	93.8	94.7	14	37	0	Declined
Afr. Amer./Black		-	-	-	-	-	-	-	11	-	-
Hispanic/Latino		-	-	-	-	-	-	-	21	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	13	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		87.5	90.3	85.4	-4.9	92.7	93.8	36	158	0	Declined

2016 Science Proficiency Gap Narrowing　　　About the Data

	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		72.5	79.3	76.4	-2.9	84.0	86.3	37	70	0	Declined
High needs		48.1	63.7	61.3	-2.4	69.7	74.1	30	31	25	No Change
Econ. Disadvantaged		-	-	-	-	-	-	-	12	-	-
ELL and Former ELL		-	-	-	-	-	-	-	7	-	-
Students w/disabilities		-	-	-	-	-	-	-	20	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	15	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	5	-	-
Hispanic/Latino		-	-	-	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		83.1	87.2	77.3	-9.9	90.1	91.6	20	43	0	Declined

4. NWEA MAP DATA

Mathematics

Grade (Spring 2016)	Growth Count‡	Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	80	194.4	11.1	75	202.4	13.4	39	8.0	1.1	13.9	-2.53	1	80	17	21	27
4	85	208.8	11.4	87	219.0	11.0	75	10.2	0.8	13.0	-1.19	12	85	30	35	37
5	70	218.9	16.3	86	225.6	14.5	67	6.7	1.6	11.4	-1.70	4	70	16	23	21

Reading

Grade (Spring 2016)	Growth Count‡	Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	80	196.1	17.1	88	200.6	16.4	60	4.5	1.1	10.1	-2.61	1	80	26	33	29
4	85	208.2	14.1	94	212.2	13.7	82	3.9	1.0	7.6	-2.04	2	85	30	35	31
5	70	213.3	12.1	89	218.3	14.1	84	5.0	0.9	6.1	-0.56	29	70	39	56	53
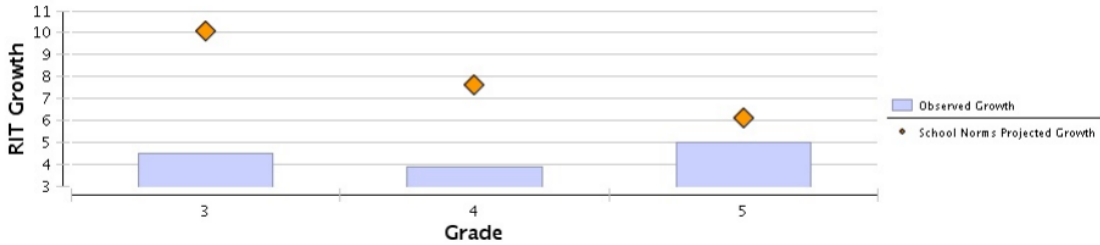
5. LEARNING INDICATORS

Reading / ELA / Math / Science

PERFORMANCE AREAS: OVERALL STRENGTHS/WEAKNESSES

ELA

Grade 3 – ELA Strength – Reading Vocabulary
Grade 3 – ELA Weakness – Writing Conventions
Grade 4 – ELA Strength – Reading Vocabulary
Grade 4 – ELA Weakness – Writing Conventions
Grade 5 – ELA Strength – Writing Expression
Grade 5 – ELA Weakness – Reading Vocabulary

MATH

Grade 3 – Math Strength – Modeling Practice
Grade 3 – Math Weakness – Major Content
Grade 4 – Math Strength – Mathematical Reasoning
Grade 4 – Math Weakness – Major Content
Grade 5 – Math Strengths – Mathematical Reasoning
Grade 5 – Math Weakness – Major Content

GRADE FIVE SCIENCE TECHNOLOGY and ENGINEERING

Earth and Space Science:
- Strengths: The Earth in the Solar System, The Water Cycle, Weather
- Weaknesses: Earth's History, Rocks and Their Properties, Soil

Life Science:
- Strengths: Energy and Living Things, Structures and Functions
- Weaknesses: Characteristics of Plans and Animals, Adaptations of Living Things

Physical Sciences:
- Strengths: Light Energy, Properties of Objects and Materials, Sound Energy, States of Matter
- Weaknesses: Electrical Energy, Forms of Energy, Magnetic Energy

Technology:
- Strengths: Engineering Design
- Weaknesses: Materials and Tools

6. MONITORING TOOL AND THE FIVE GOALS

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Goal 1: Through planning and implementing a school-wide multi-tiered positive behavior and suppport system to address social emotional learning concepts, Dunning will strengthen the social emotional learning of the students, as measured by a reduction in discipline referrals by 20% from June 2016-June 2017.			
Progress monitor all tier 1 interventions. Create Tier 2 PBIS behavioral, social, and emotional interventions. Through PBIS, there will be training of coaches/relevant staff for Tier 2 student behavior interventions. Log all office referrals and bus conduct slips and analyze trends. Conduct a staff survey regarding implementation.	☐ Stage 1: Planning ☐ Stage 2: Started ☑ **Stage 3: In Progress** ☐ Stage 3: Maintained	2015-2016 SWIS Data	Increased teacher resources and strategies for supporting students social-emotional and behavioral needs. An agreed upon common language for expected behaviors in all school settings. Increased time on learning. A reduction in office and bus referrals. Increased staff satisfaction.

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Each classroom teacher will have dedicated social emotional learning instructional time weekly. Classroom teachers will add their block of social emotional learning instruction time to their program of work so support staff can visit classrooms to help aid instruction or assist when needed. Mindfulness group for staff members (run by Social Worker and/or School Counselor). Based on the MA state mandate, teachers will implement the bullying lessons from the Open Circle curriculum (or another evidence based Bullying program). *If teachers need*			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
support with this, support will be given from Social Worker and/or School Counselor. School-wide professional development with CPI (de-escalation strategies only). Work with teachers and families on restorative practices in response to student behavior needs. Professional development for staff around restorative practices as an alternative to punative discipline.			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Goals 2: Dunning Elementary school will increase the CPI by a minimum of fve points for all subgroups in Math state assessments (MCAS), as measured by 2017 assessment results as compared to 2016 assessment results. The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.			
Math coach will meet with grade level teams no less than twice per month to collaborate on instructional strategies and discuss upcoming curricula and differentiation of content (to include math workshop model). Increased use of formative assessment including, but not limited to, conferring and conference notes, exit tickets, looking at student work sessions with grade level peers and coaches.	☐ Stage 1: Planning ☑ **Stage 2: Started (10/16)** ☐ Stage 3: In Progress ☐ Stage 4: Maintained	2016 State Assessment Data (CPI) All students: 86.9 High Needs: 75.7 Econ. Disadvantaged: 78.6 ELL & Former ELL: 65.6 Students w/ disabilities: 73.7 Asian: 83.8 White: 87.7	Increased CPI for all subgroups on standardized testing. Increased differentiation of instruction. Increased standardization of curriculum and instruction. Increased use of formal/informal data to inform instruction. Increased use of formative feedback. Increase in collaboration between coaches and grade levels.

Goals			
Supporting Activities and Strategies	Implementation Stage	Justification	Results / Outcomes
Use of formative assessment to facilitate increased differentiation based upon student needs. Professional development around formative assessment, provided during collaboration blocks and coaching cycles. Teachers engage in various coaching cycles differentiated based on need. Focused administrator feedback during announced and unannounced walk-throughs regarding district and building priorities. Professional development around effective feedback to students during collaboration blocks and			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
coaching cycles. Provide opportunities for classroom teachers to observe other classrooms, debrief, and ask questions. Use of inclusion/co-teaching model to support all students. SAGE teacher will provide inclusion service opportunities for higher-level thinking and extension work. Math/Literacy Night to educate parents about what and how their children are learning mathematics and literacy at school and how to support them at home. Provide professional development to staff around using standardized testing			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
data to inform instruction. Math coach will work with grade level teams to implement Guided Math/Workshop Model to differentiate instruction.			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Goals 3: Dunning Elementary school will increase the CPI by a minimum of five points for all subgroups in ELA state assessments (MCAS), as measured by 2017 assessment results as compared to 2016 assessment results. The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.			
Literacy coach will meet with grade level teams no less than monthly to collaborate on instructional strategies and discuss upcoming curricula and differentiation of content (to include reading workshop model, writer's workshop model of instruction). Increased use of formative assessment including, but not limited to, conferring and conference notes, exit tickets, looking at student work sessions with grade	☐ Stage 1: Planning ☑ **Stage 2: Started (10/16)** ☐ Stage 3: In Progress ☐ Stage 4: Maintained	2016 State Assessment Data (CPI) All students: 84.2 High Needs: 73.1 Econ. Disadvantaged: 73.0 ELL & Former ELL: 63.9 Students w/ disabilities: 69.0 Asian: 85.1 White: 85.4	Increased CPI for all subgroups on standardized testing. Increased differentiation of instruction. Increased standardization of curriculum and instruction. Increased use of formal/informal data to inform instruction. Increased use of formative feedback. Increase in collaboration between coaches and grade levels.

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
level peers and coaches. Use of formative assessment to facilitate increased differentiation based upon student needs. Professional development around formative assessment, provided during collaboration blocks and coaching cycles. Teachers engage in various coaching cycles differentiated based on need. Focused administrator feedback during announced and unannounced walk throughs regarding district and building priorities. Professional development around effective feedback to			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
students during collaboration blocks and coaching cycles. Provide opportunities for classroom teachers to observe other classrooms, debrief, and ask questions. Implement revised Lucy Caulkins Writer's Workshop units across grade levels. Use of inclusion/co-teaching model to support all students. SAGE teacher will provide inclusion service opportunities for higher-level thinking and extension work. Math/Literacy Night to educate parents about what and how their children are learning mathematics and literacy at school.			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Provide professional development to staff around using MCAS data to inform instruction.			
Teachers will engage in various coaching cycles differentiated based on need.			
Literacy coach will work with grade level teams to develop the skill of conferring as a means to informally assess student growth on an ongoing basis.			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Goals 4: Foster technology-rich digital classrooms where students and staff use technology tools and resources to support the teaching and learning process as measured by an increase of 20% in technology usage by the end of the school year as compared to usage data from October 2016.			
Use of technology to improve reading comprehension, reading fluency, and math computational skills. Increase staff exposure to technology through collaboration blocks, professional development, and staff meetings (invite building technology specialist to collaboration meetings). Purchase of additional Chromebooks through the operating budget to facilitae 1:1 usage (grade 5) and 1:2 usage (K-Grade 2) Integrate iPads and Chromebooks across the curriculum on a regular	☐ Stage 1: Planning ☐ Stage 2: Started 10/15 ☑ **Stage 3: In Progress** ☐ Stage 4: Maintained	An anticipated increase in online/computerized testing. To develop students' 21st century skills. To develop more differentiated instruction and personalized learning.	Increased opportunities for students to engage with technology. Increased differentiation of instruction and personalize student learning. Students will be better able to interact and more efficiently collaborate with their classmates. Increased student motivation and engagement with less passive learning.

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
basis. Increase opportunities for teacher led professional development around technology. Use Chromebooks to develop keyboarding and mouse skills in grades K-2 and increase the use of Google Apps in grades 3-5. Technology task force to investigate alternative ways of delivering instruction (i.e. blended learning, flipped classrooms, etc.) to personalize learning for students and provide increased differentiation.			

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Goals 5: Implement inclusion plan developed during the 2015-2016 school year to provide more consistent and effective inclusion opportunities for students with special needs and English Language Learners, as measured by an increase of inclusion minutes as compared to the 2015-2016 school year.			
Advocate for additional special education staff to facilitate increased inclusion. Additional Special Education Staff and ELL staff have been redeployed to work as a member on one grade team whenever possible. Schedule specialists at the same time per grade level to make inclusion or pull out schedules possible. Develop systems for grouping Sped and ELL students Professional development for co-teaching	☐ Stage 1: Planning ☐ Stage 2: Started 09/15 ☑ **Stage 3: In Progress** ☐ Stage 4: Maintained	During the 2015-2016 school year, the amount of pull-out that occured throughout the day resulted in an extremely fractured day with a lack of cohesive instruction for all students. Special Education and ESL teachers were providing services without having time to collaborate or plan with classroom teachers. Change in the SEI model at the lower grades, whereby students will no longer be in sub-separate classes, but integrated into the general education classes.	Special Education staff and ESL will be aligned with one grade level team as much as possible, resulting in them having more ownership with regard to curriculum and instruction. Special education and ESL teachers will be better able to modify curriculum and accommodate the students with whom they work. Special education and ESL teachers will more effectively implement the curriculum presented in the classrooms of the particular grade for which they are assigned to. A decrease in the amount that English language learners and students with special needs are being pulled-out of the classroom as appropriate, making the day less fractured with more cohesive instruction for all students.

Goals			
Supporting Activities and Strategies	**Implementation Stage**	**Justification**	**Results / Outcomes**
Common planning time for specialists, ELL staff, and special education staff. Increase involvement of ESL and special education teachers in student placement process. Clustering of students with similar needs thus allowing for more inclusion opportunities. Special education and ESL staff Involved in GLIMS			

APPENDIX A:
TEN ELEMENTS OF PERFORMANCE IMPROVEMENT MAPPING

1. *How do you select and assign staff to positions in your school without regard to seniority? What approaches are you implementing now? What do you need to do to attain significant achievement gains?*

   The personnel hiring process at Charlotte Dunning is a detailed, comprehensive, and inclusive procedure. An extensive committee including the principal and staff members from various departments, is convened in order to review resumes, develop questions, and discuss challenges/strengths of the particular vacancies. Strengths of the already existing team members are considered as part of bringing on new team members. Filling existing "holes" with staff members that possess certain areas of expertise is a priority, as well as being sure the person is a "good match" to the team.

2. *How do you control the financial resources needed to implement your school improvement plan? What approaches are you implementing now? What do you need to do to attain significant achievement gains?*

   The financial resources available to implement our school improvement plan include the Dunning School operating budget, PTO funds, grants, donations, and stipends. We look at all of the financial resources available to us; we then look at our school goals and initailtives (PBIS, technology, co-teaching, etc.). We prioritize based upon our school goals/initiatives, results from state assessments, student and teacher needs, and school/classroom observations by building administration.

   As a non-Title 1 school, it has been essential to consistently advocate for additional support services for students who may be lower performing and need consistent intervention services, coupled with solid classroom instruction, in order to show growth. We currently have a 10 hours/week ESL Literacy Interventionist and 19.5 hours/week regular education Literacy Lnterventionist. These positions have been essential in meeting the needs of our lower performing students. Native Language Tutors are also an important members of our team as we continue to provide support and services for students who speak languages from all over the world.

   We have continuously advocated to increase the existing special education staff, which includes three full-time special educators, one .4 special educator, one full-time teaching assistant, and one part-time special education aide. This is an area that we will

continue to investigate and monitor as our special education students are not making the necessary progress to meet their performance and growth targets. Additionally, to increase inclusion services within our general education classrooms we will need additional staffing.

We curently have a .5 math coach as a resource to assist teachers in differentiation of the math curriculum. While the coach is a valuable resource for modeling of lessons, planning with teachers, observing particular lessons, and guided/coaching teachers on best practices to meet the needs of all learners, it has been difficult for her to implement and maintain coaching cycles due to department meetings and professional development. We are advocating to increase to a full time math coach.

While we have BCBA (Board Certified Behavior Analyst) staff to work with our students with autism, we do not currently have a Behavior Specialist on staff to work with our general education students or students with moderate special needs. Given the increase of students with more significant social emotional disabilities and/or behavioral challenges, we feel the addition of a behavior specialist is necessary to help our staff develop the skills and practices necessary to support the needs of our more challenging students.

3. ***What are you using to align instruction in the state frameworks in core curricula subjects? What approaches are you implementing now? What do you need to do to attain significant achievement gains?***

We have fully implemented the Eureka Math Program across all grade levels. Our teachers are constantly reflecting upon the effectiveness of instrucution and shifting their models of instruction to differentiate the math program more effectively. We have implemented a math workshop model in grades three through five. Zearn, personalized digital lessons aligned with Eureka Math, is used at all grade levels. We hired a new math coach this year with extensive knowledge of middle school math. This will help us better prepare our students for the transition from fifth to sixth grade, which has been identified as an area of concern district-wide.

We have fully implemented Lucy Caulkins Reader's and Writer's Workshop at all grade levels, including the newly sequenced writing units. In response to state standardized test scores and greater demands of standardized testing, we are using Reader's Writing to deepen students' thinking and facilitate their ability to respond to their reading.

Due to a programmatic shift wherby our EL students are now integrated with our general education students at all grade levels, we have partnered with the Office of Bilingual Education to provide professional development and coaching around co-teaching, specifically as it relates to our EL students. This shift has allowed our ELD teachers to work with smaller group targeted instruction within the classroom environment.

We have weekly collaboration time incorporated into our master schedule to allow for grade level teams to work with the math and literacy coaches. During these weekly collaboration meetings, the coaches provide job embedded profesional development around literacy and math currciculum and instruction. The coaches also provide coaching cyles based upon school goals and teacher need, as well as demostration lessons. The building administration and coaches meet weekly to discuss building needs and progress. The coaches also help to facilitate staff meetings and professional development.

The Dunning Instructional Leadership Team is continuing its work to assist with all departments in the school; working as a cohesive unit regarding teaching, learning, curriculum, instruction, and assessment. Representative of all areas of the school, this group will develop strategies and provide input all areas of instruction. Their input is considered in the development of the school improvement plan, building initiatives, and curriculum plans.

To attain significant achievement gains, we will implement the action steps as outlined in our school improvement plan. We are also continuing to investigate the feasibility of piloting a blended learning model at Charlotte Dunning to facilitate more student centered and personalized learning.

4. *What interim assessments are you using in ELA and Math for students not yet proficient? What approaches are you implementing now? What do you need to do to attain significant achievement gains?*

Charlotte Dunning is currently using a variety of interim assessments in order to track student progress. Progress monitoring is conducted by the Benchmark Assessment System (BAS) two to three times per year; some students may receive a BAS more often in order to gain additional information for the teacher to guide his/her instruction.   The literacy coach is working with staff at all grade levels to improve their ability to confer with students as a means to inform instruction. Progress monitoring as part of the

Leveled Literacy Intervention program is used with specific students receiving that intervention. As part of our school improvement plan, the Math Coach and Literacy Coach will be providing coaching cyles to all teachers around formative assessment and feedback to students. We felt that this was an area that would benefit from focused attention and staff professional development.

5. ***How does our staff track and analyze assessments to inform curriciulum, instruction, and individual interventions? What approaches are you implementing now? What do you need to do to attain significant achievement gains?***

Formal district literacy assessments are administered two to three times per year in order to gauge beginning, mid-year, and end-of-year benchmark data. After each group of literacy assessments are administered and the data collected, teachers at all grade levels participate in Grade Level Intervention Meetings (GLIMs) in order to analyze the data as a team in collaboration with the principal, literacy coach, guidance counselor, literacy interventionists, special education staff, and ESL teachers. During the GLIM meetings, student data is used to determine strengths and weakness, as well as students with similar needs who may be grouped for instructional purposes.

Once the students have been placed in particular areas of strength and weakness as determined by the data, an intervention plan is developed for students with similar needs, whether it be phonics/phonemic awareness, language development, vocabulary, fluency, and/or comprehension. Various methods of intervention include small group pull-out with our interventionists or grade level staff who develop common intervention times within the grade level.

The addition of weekly grade level collaboration has provided teams with the opportunity to calibrate expectations across a specific grade level.   Additionally, students are often given pre-tests to drive instruction.

We continue to need assistance and support around how best to assess mathematics instruction and achievement, as well as how to provide appropriate intervention support for math challenges. The district has piloted a fifth grade math common assessment this school year, which will be used to facilitate a differentiated approach to instruction, as we do have any math interventionists. All othe grades use pre- and post module assessments, as well as data derived from Zearn.

6. *How much time on a daily / weekly basis is your staff allocating for the delivery of instruction? How do we provide individual support in ELA and Math for students not yet proficient?   What approaches are you implementing now*

Currently, students receive 60 minutes of math instruction using the Eureka Math at all grade levels, and at least 90 minutes of instruction in language arts daily. This calculates to 300 minutes of mathematics instruction and at least 450 minutes of language arts instruction per week. It is important to keep in mind that literacy is integrated into the content areas, as well, which allows for additional instruction in reading strategies and skills. With the alignment of the Common Core, it will be important for teachers to increase their opportunities for integrating literacy and math within the content areas.

We are continuing the teaming approach in grades four and five, whereby each grade level team of 4 has divided into two teams for writing and math instruction. On each of the two teams, one teacher is responsible for all the mathematics instruction, and one teacher is responsible for all of the literacy (reading and writing) instruction. This model allows students to receive instruction from teachers who have strengths in particular subject areas.

7.   *Do you provide daily after-school tutoring homework help for students who need supplemental instruction? Is still development the focus of this help? What approaches are you implementing now? What do you need to do to attain significant achievement gains?*

Although we do not offer any formal after-school tutoring or homework help for students, the staff of Charlotte Dunning goes above and beyond to offer these supports to students who may need additional instruction and skill development. It is common for teachers to come in before school or stay after school on a consistent basis with particular children to tutor them on their own time. It would be beneficial if we could offer these services to more students, on a more consistent basis, however, the resources for these types of activities are minimal and not often offered to schools that are not Title-One or lower performing.

Our before and after-school provider, Kidsborough, does provide additional time and support for students to complete homework and academic tasks. They coordinate with teaching staff as needed to ensure that students are receiving the appropriate supports during after-school time. We are looking forward to their input for activities and

projects that they may do as part of their programming in order to support our School Improvement Plan goals.

8. **How many subject area coaches do you have in your school for ELA/Reading and Math? Who provides consistent classroom observation and feedback on the quality/effectiveness of curriculum delivery, and their instructional practice and data use? What approaches are you implementing now? What do you need to do to attain significant achievement gains?**

Charlotte Dunning currently has a full time Literacy Coach, and a .5 Math Coach. Our coaches provide guidance, consultation, and resources for the teachers in their respective areas of specialty. The coaches meet with staff during weekly collaboration time. All teachers are required to have at least one coaching cycle throughout the year.

As far as consistent observation and feedback on quality of curriculum, instructional practice and data use, it is the main responsibility of the Principal and Assistant Principal in the building; the only administrators who have consistent contact with the teaching staff and are not part of their bargaining unit. Directors from other departments, such as the Bilingual Director and Assistant Director, as well as the Special Education Department Head are partly responsible for evaluation, however, this supervision does not occur on a regular basis.

9. **How do you evaluate faculty, content knowledge, and overall performance? How is it tied to student learning and commitment to your building improvement strategies? What approaches are you implementing now?**

The supervision and evaluation system requires that professional staff meet regularly with building administration in order to self-assess strengths and areas of high priority development, develop student learning and professional practice goals, be observed during classroom teaching, and self-evaluate progress with curriculum, instruction, and assessment. Staff members are responsible for formulating goals and planning classroom lessons that are tied to Massachusetts Curriculum Frameworks, District and School Improvement Plans, and the Common Core. Staff members also participate in self-chosen and administration-recommended professional development opportunities that enhance areas of strength and challenge in regards to curriculum, instruction, assessment, and classroom strategies. These professional development opportunities can be written into professional goals and implemented during classroom lessons and observations.

10. *What is your weekly and annual work schedule for teachers for professional development that discusses individual student progress, curriculum issues, instructional, and school-wide improvement? How many hours per week do you dedicate to leadership-directed, collaborative work during teachers' common planning time? What approaches are you implementing now? What do you need to do to attain significant achievement gains?*

All grade levels have weekly collaboration time. This time is used to meet with the literacy and math coaches, as well as to assess where students are and how to best implement interventions for students with academic needs.   Although there is the presence of at least one common team time during the week, this is a time that is counted as the contractually obligated preparation time. Teachers are all available at that same time, however, they cannot be required to meet for professional development at that time as it is their personal preparation time.

We have one 60-minute staff meeting per month that is used for staff professional development with a focus on improving instructional practices and implementation of curriculum. The Dunning Leadership Team meets one time per month regarding teaching, learning, curriculum, instruction, and assessment.

APPENDIX B:
ADDITIONAL STUDENT DATA

APPENDIX B.1.   INDICATORS (2015-2016)

	School	District	State
Attendance Rate	96.6	95.0	94.9
Average # of days absent	5.9	8.5	8.8
Absent 10 or more days	19.2	29.6	30.5
Chronically Absent (10% or more)	3.8	12.0	12.3
Unexcused Absences > 9	1.6	10.1	13.8
Retention Rate	0.2	0.9	1.5

APPENDIX B.2.   STUDENT DISCIPLINE DATA REPORT (2015-2016)

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	504	8	1.0	0.6	0.0	0.0	0.0
ELL	110	2					
Economically disadvantaged	127	3					
Students w/disabilities	108	4					
High needs	264	7	1.5	1.1	0.0	0.0	0.0
Female	241	1					
Male	263	7	1.5	1.1	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0						
Asian	80	0					
Afr. Amer./Black	29	4					
Hispanic/Latino	50	0					
Multi-race, Non-Hisp./Lat.	21	0					
Nat. Haw. or Pacif. Isl.	0						
White	324	4					

APPENDIX B.3.   REASON FOR SUSPENSION / EXPULSION

The suspension rate at Charlotte Dunning Elementary School is low. When suspension has occurred, the reasons for suspension have been as follows:

- Verbally threatening language
- Written threat to another student
- Repeated defiant and oppositional behavior
- Physical behaviors towards another student or staff member, including hitting, punching, kicking, scratching, and/or biting.

There have been no expulsions at Charlotte Dunning in the past several years.