

Quincy Public Schools School Improvement Plan 2014 - 2015



School: Squantum Elementary School

Principal: Stephen Sylvia

Assistant Principal: Dr. Rachel Bloom

Date Submitted: October 2014

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I. Mission Statement

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

Our success will be measured by our students who exemplify a lifelong love of learning.

II. PRINCIPAL'S MESSAGE

Dear School Committee e Members:

It is with great pride that we present Squantum's School Improvement Plan for the 2014/2015 school year. This plan results from the combined efforts of our dedicated staff, our school assessment team and our school council.

We are confident this plan complies with the guidelines and legislative intent of the Massachusetts Education Reform Act designed to provide schools with a foundation to create a focused, responsive and accountable system for serving students.

We are also confident this plan addresses the state's school and district accountability system which measures the progress schools and districts are making toward helping all students reach high levels of achievement. This plan also follows the district lead in terms of placing an emphasis on increasing the achievement levels of our high needs students.

We continue to be classified under the state's accountability system as a Level 2 school and are pleased with our efforts to make progress in working to meet our own targets and goals during the last improvement cycle. We continue to be motivated to narrow the achievement gaps identified between the different student populations in our school and we are confident this plan offers focused goals and action steps that will help us to continue making progress toward the ultimate goal of college and career readiness under the Common Core Standards.

It is also our hope to use the continued implementation of the new educator evaluator system as a way to promote the continued growth and development of our leadership, teachers and caseload staff at the school. We are committed to connecting and aligning this effort with our school improvement planning as a way to further self-assess and set individual and team goals which are directly connected to our overall school goals and action steps outlined on the pages of this plan.

Combine this with the positive energy and opportunities created by our new outdoor classroom space we are continuing to build an even stronger sense of pride and respect in our school community.

We want to thank you in advance for your consideration of this plan and we are looking forward to your comments and feedback.

Sincerely,

Stephen Sylvia
Squantum School

III. Improvement Plan

A. Assessment

1. Reflection on the Goals in the 2013-14 School Improvement Plan.

We are proud to report that we made some great progress in our efforts to meet our goals from last year's school improvement planning cycle. Here is a breakdown of our 2014 data as it relates to improving our total average percent correct scores in Math and English Language Arts:

Goal #1 (ELA): By June 2014 Squantum's total average percent correct in open response type questions will increase by 2% from the previous year (54%). Squantum students will also demonstrate increased proficiency in the Reading Anchor Standard by increasing our total percent correct by 2% from the previous year (71%) as measured by the June 2014 MCAS Standards Report (CU406)

Our total percent correct score for **open response** questions was reported at 53% for this cycle and our total percent correct in the **Reading Anchor Standards** was reported at 72.3%. The progress in the Reading Anchor Standard is an increase of 1.3% over the previous year; the percent correct for open response is a slight (1%) decrease from 2013.

Although we fell shy of reaching the different aspects of this particular goal we were very pleased with our progress and/or performance at the individual grade levels in both open responses and the reading anchor standards as noted in the analysis below. When looking at these scores at the specific grade levels our grade 3 students scored at 63% on **open response** questions, grade 4 students scored at 47% on open response questions and grade 5 students scored at 49% on this type of questions. In the **Reading Anchor Standards**, the average percent correct scores came in at 79% in grade 3, 71% in grade 4 and 67% in grade 5.

You can see from these scores that we had a number of successes when looking at our data from each of the grade levels. Therefore, it is our hope that you will see a more focused analysis of our data this year in terms of highlighting our successes and then building a plan reflecting these efforts with some new and focused action steps.

Goal #2 (Math): By June 2014 Squantum's total average percent correct will increase by 2% from the previous year (77%) in Number and Operations in Base Ten Domain. Squantum students will also demonstrate increased proficiency in constructed responses by increasing the total average percent correct by 2% from the 2013 MCAS data (62%) as measured by the June 2014 MCAS Standards Report (CU406)

We are proud to report that we made some great strides in our efforts to meet this goal. Our total percent correct in **Number and Operations in Base 10** improved by 6 percentage points above the previous testing cycle to a combined 83% overall, exceeding the goal. Further, our average percent correct in **Number and Operations in Base 10** at each of the grade levels shows progress across the board under this strand. Grade 3 students scored at 80% in this area, Grade 4 students scored at 87% in this area and Grade 5 students scored at 82% in questions relative to this domain. All the assessed grades were above last year's total APC of 77% or 6% points above our 2013 total percent correct score.

We also demonstrated increased proficiency in our efforts to improve our performance on **open/constructed response** type questions during this cycle. We improved our overall score in this area by 1.3 percentage points above our 2013 numbers to a combined 63.3% across all the assessed grades. When looking at these scores at the specific grade levels our grade 3 students scored at 65% on open response questions, grade 4 students scored at 56% on open response questions and grade 5 students scored at 69% on these types of questions.

Again, you will see an emphasis on our grade level successes in our analysis below in terms of building a plan with focused action steps and goals to meet the needs of all our students and groups in the school.

Goal #3 (Wellness): Squantum students will have the opportunity to participate in a minimum of 3 Wellness curricular and/or extracurricular programs and activities by the end of the current school year as part of implementing the recently adopted citywide wellness policy.

We will once again be offering the Reebok sponsored BOKS program to our school community promoting the benefits of exercise and making healthy choices. The program is offered to every student with just over a third of our students taking part in some or all of the early morning sessions these last two years. The program includes a number of team oriented games, movement activities and some nutrition focused lessons during each of the sessions.

We are hoping to continue the positive energy we created last year in promoting healthy choices by putting forth a similar goal focused on the district's partnership with the Alliance for a Healthier Generation program and our new outdoor classroom and garden space at the school.

We are planning to take some additional action this year by promoting healthy choices with a focus on nutrition and making healthier choices as it relates to food and nutrition overall. It is our hope to connect our new garden space with the local farmer's market and some aspect of the farm to school grant program.

We are committed to using this space in so many ways including as a way to promote nutrition with hopes of creating a healthier school community overall.

2. Analysis of Spring 2014 Test Data.

The following is our detailed analysis and goal recommendations for the current school year with an emphasis on closing the achievement gaps with our high needs students or sub group populations at the school:

Goal #1 (ELA): By June 2014 Squantum's total average percent correct in open response type questions will increase by 2% from the previous year (54%). Squantum students will also demonstrate increased proficiency in the Reading Anchor Standard by increasing our total percent correct by 2% from the previous year (71%) as measured by the June 2014 MCAS Standards Report (CU406)

As stated in the Reflections: the total percent correct for open response questions was 53% for 2014 and our total percent correct in the Reading Anchor Standards is 72.3% or an increase of 1.3% over the 2013 figures. Here is a breakdown of the grade levels followed by some further analysis relative the specific domains and clusters.

English Language Arts

The 5th grade overall **English Language Arts total score** is 67% (1 point above district and 1 point above state).
The 4th grade overall English Language Arts total score is 73% (3 points above district and 4 points above state).
The 3rd grade overall English Language Arts total score is 79% (4 points above district and 4 points above state)

In the **Reading Anchor Standard** 5th grade students scored 67% (2 points above district and 1 point above state).
In the Reading Anchor Standard 4th grade students scored 71% (3 points above district and 3 points above state).
In the Reading Anchor Standard 3rd grade students scored 79% (1 point above district and 1 point above state).

Further analysis of the domains and clusters under the **Reading Anchor Standard** indicates:

5th grade students achieved 67% in **Key Ideas and Details** (1 point above district and equal to state).
4th grade students scored 67% in Key Ideas and Details (3 points above district and 3 points above state).
3rd grade students achieved 79% in Key Ideas and Details (6 points above district and 5 points above state).

5th grade students achieved 68% in **Craft and Structure** (3 points above district and 2 above state),
4th grade students scored 82% in Craft and Structure (4 points above district and 6 points above state).
3rd grade students scored 85% in Craft and Structure (7 points above district and 9 above state),

5th grade students achieved 63% in **Integration of Knowledge and Ideas**, (equal to both district and state)
4th grade students achieved 88% in Integration of Knowledge and Ideas, (5 points above district and 6 points above state).
3rd grade students achieved 81% in Integration of Knowledge and Ideas, (equal to district and state)

Preparing students to answer **Open Response questions** was a goal and the focus of action steps throughout 2013-14. As stated earlier in the Reflections, the school-wide percent correct for open response is a slight (1%) decrease from 2013.

Analysis by grade indicates:

At 49%, open response questions remain a weakness for 5th grade students (1 point lower than district, 2 points lower than state, and 2% lower than last year's score. This is a concern.

At 47%, open response questions is an area of weakness for 4th grade students (1 point below district and 1 point below state)

At 63% correct on open response questions 3rd grade students documented strength, scoring 9 points above district and 9 points above state and showing improvement over the 48% achieved by 3rd graders in 2013. This was an area targeted for improvement, and clearly steps that were taken towards this goal were effective.

3rd graders also documented short response score of 69% (7 points above district and 8 points above state), making this question type an area of strength.

For the **Writing Prompt**, 4th grade students scored 72% (4 points above the district and 6 points above state). Under this standard, students scored: 88% in Production and Distribution of Writing (6 points above district and 8 points above state), 61% in Text Types and Purposes, (2 points above district and 4 points above state). These scores indicate that Writing is an area of strength, and that grade 4 teachers are effectively preparing students to write in the long composition format.

We believe that in order to improve student skills in answering open response questions, we need to create action steps geared to helping our students and their ability to comprehend what they read and hear, the skills they use to think about their ideas with depth and detail and the strategies they use to express their knowledge through writing. It is our hope that a focus on these skills will not only improve our open response scores in the assessed grades but our overall writing skills across all grade levels in the school. We believe that we can use some of the writing strategies and successes in grade 3 to build some new and focused action steps relative to building both our overall writing skills and prepare students for MCAS open response questions. We will also continue to emphasize these skills for our sub group (including high needs) populations in our school in terms of closing the achievement gaps for these populations. Therefore you will see action steps focused on building comprehension skills, thinking skills, and writing skills which will not only help us to strengthen the challenges our students face with open response type question or more importantly work to enhance our instructional practices in our classrooms.

Goal #2 (Math): By June 2014 Squantum's total average percent correct will increase by 2% from the previous year (77%) in Number and Operations in Base Ten Domain. Squantum students will also demonstrate increased proficiency in constructed responses by increasing the total average percent correct by 2% from the 2013 MCAS data (62%) as measured by the June 2014 MCAS Standards Report (CU406)

We are proud to report that we made some great strides in our efforts to meet this goal. Our total percent correct in **Number and Operations in Base 10** improved by 6% percentage points, exceeding the goal, from 77% in 2013 to 83% on questions relative to the standards and indicators under this domain.

We are also pleased to report that we demonstrated increased proficiency in our efforts to improve our performance on **open/constructed response type questions** during this cycle. We improved our overall score in this area by 1.3% percentage points above our 2013 numbers to a combined 63.3% across all the assessed grades.

This is great progress. The plan is to build on and model individual grade level successes as part of our planning this year with hopes to improve on our overall percent correct scores in Math for the upcoming spring assessments. Our current Math CPI is 81.4 for all students and 71.4 for the high needs sub group at the school and remains on track with the state's accountability data. Here is further analysis of the specific domains and clusters by grade levels:

Mathematics

The 5th grade **overall Math score is 73%** (4 points above district and 2 points above state).

This is very encouraging given this is the first MCAS based entirely on common core standards.

The 4th grade overall Math score is 66% (4 points below district and 4 points below state).

The 3rd grade overall Math score is 71% (4 points below district and 3 points below state).

5th grade students achieved 82% in **Number Operations and Base Ten** (4 points above district and 3 points above state).

4th grade students achieved 87% In Number Operations and Base Ten (6 points above district and 7 points above state).

3rd grade students achieved 80% in Number Operations and Base Ten (1 point above district and 4 points above state).

This is great news given this was an area of goal focus and efforts in this area last school year.

5th grade students achieved 69% on **open response questions** (6 points above district and 3 points above state).

4th grade students achieved 56% on open response questions (1 below the district and equal to the state).

3rd grade students achieved 65% on open response questions (7 points below district and 5 points below state).

We believe that it is important to continue to work on the area of open response and constructed response questions across both the Math and ELA subject areas. The ability of our student to solve open response math problems regardless of the domain requires many of the higher level thinking traits emphasized as part of the Common Core Standards. Our steady improvement indicates that we are on the right track with the core Math standards, and that our focus on open response questions in our SIP and educator evaluation goals and action steps is effective. Geometry has emerged as an area of weakness across all grade levels and therefore this will be a concern reflected in our goals and action steps. We will be submitting a math goal focused on geometry combined with continued emphasis on open response type questions.

Analysis of “High Need” students

We looked deeper into the data specific to the performance of our High Needs students. In grade 3, 27 out of 53 students (51%) comprise the high needs category. In grade 4, 25 of 54 students (46%) comprise the high needs category. In grade 5, 17 of 44 (39%) comprise the high needs category. The further analysis of our sub group populations is crucial to our school improvement planning and our progress in meeting our targets defined by the state’s accountability system. We are determined to measure and strengthen the supports and instruction for these students with hopes to improve both achievement levels and any proficiency gaps identified for these groups as part of our analysis.

You will see some specific action steps with noted monitoring criteria in our plan this year geared to these populations. We have spent a good portion of our site professional development time over the last two years sharing and implementing strategies focused to supporting these students including implementing RETELL/SEI strategies, emphasis on instructional groupings and differentiated instructional strategies in our classrooms.

Combine this with our work in promoting a strong home school relationship through online curriculum resources and parent support programs we believe we are making great strides in not only meeting our SIP goals but our targets in closing proficiency gaps with our sub groups and reaching our targeted proficiency levels as a school overall.

Summary

We submitted a thoughtful plan last year that served as a guide for what needs to be in place for our students to achieve at higher levels. We are hoping to continue these efforts with the ultimate goal of having all our students reach the proficient or higher level in both Math and ELA by the 2017 school year. We are also determined to keep pace with the state’s school and district accountability system in terms of closing proficiency gaps and raising the achievement levels of all our students at the school.

We are pleased to report that the combination of our planning and efforts focused on implementing the Common Core yielded another increase in the school-wide percentage of our assessed students scoring at the proficient or higher level in ELA at (65% or +1.4% above last year). Our Math achievement levels or percentage of students scoring proficient or advanced (58.3%) remained consistent with our scores from the previous testing cycle. The percentage of students school-wide achieving Warning level results decreased significantly, in English Language Arts, Mathematics and Science.

We also continue to be encouraged by our accountability data and Level 2 status and we are motivated to implement some new focused and responsive action steps geared to narrowing proficiency gaps and increasing the achievement levels of all our students while specifically placing an emphasis on our sub groups and high needs students. Our Accountability Report credited Squantum for increasing Advanced Results in English Language Arts for All Students and for High Needs Students (by 10% or more) and for also decreasing Warning in English Language Arts for these same groups: All Students and for High Needs students (by 10% or more). Squantum was also credited for increasing Advanced Results in Mathematics for High Needs Students (by 10% or more).

We will continue to use the implementation of the educator evaluator system as a way to promote the continued growth and development of both our leadership and teachers at the school. We are absolutely committed to connecting this effort with our school improvement planning as a way to further self-assess and set individual and team goals which are directly connected to our overall school goals and action steps outlined in the following pages of this plan.

B. Goal Statements

Goal #1 (ELA): Squantum's average percent correct in English Language Arts will increase by 2% over the 2014 MCAS results, at every MCAS tested grade, through a focus on open responses as measured by the June 2015 MCAS grade level standards reports (CU406).

Goal #2 (Math): Squantum's average percent correct in Mathematics will increase by 2% over the 2014 MCAS results, at every MCAS tested grade, through a focus on Geometry and constructed responses, specifically Open Responses, as measured by the June 2015 MCAS grade level standards reports (CU406).

Goal #3 (Wellness): Squantum students will have the opportunity to participate in a minimum of 3 Wellness curricular and/or extracurricular programs and activities by the end of the current school year including a nutritional component related to the use of our new outdoor classroom and garden space.

C. Action Steps/Evidence

SMART Goal # 1 - ELA Goal

Goal #1 (ELA): Squantum's average percent correct in English Language Arts will increase by 2% over the 2014 MCAS results, at every MCAS tested grade, through a focus on open responses as measured by the June 2015 MCAS grade level standards reports (CU406).

Action Steps/Evidence

	WHAT	WHEN	HOW	WHO
Step#	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	Students will regularly be asked “what if” and prediction questions based on Journeys and other text.	Sept-June	student responses	K-5 teachers, resource
2	Teachers will regularly incorporate “Stop and Think” and “Turn and Talk” strategies, based on Journeys and other text.	Oct-June	student responses	K-5 teachers
3	Teachers will model, and guide students in using, 2-column notes.	Nov-June	student notes, essays	Grade 3-5 teachers
4	Incorporate reading, discussion and writing based on articles in Time for Kids. Teachers will create OR questions based on articles.	Oct-June monthly	student writing	Grade 3-5 teachers
5	Incorporate reading and discussion based on Scholastic News.	Oct-June weekly	classroom discussion quality	K-2 teachers
6	Students will be assigned book reports on a variety of genres	Oct-June monthly	student work	Grade 2 teachers
7	Use graphic organizers, including whole class modeling, for writing about non-fiction text.	weekly	student work	Grade 1-5 teachers, resource
8	Use Journeys leveled readers, including open response questions at end of stories.	monthly	student responses	K-5 teachers
9	Use Write-Around strategy in order to generate ideas and writing, including writing across subjects and non-fiction text. (emphasis on high needs)	several times a year	student writing	Grade 4-5 teachers
10	Use RAFT strategy across subjects and including about informational text. (emphasis on high needs)	twice a year	student writing	Grade 4-5 teachers
11	Use sentence frames and other SEI strategies to help students organize thoughts before writing. (emphasis on high needs)	Weekly	Student writing	Grade 1-2 teachers

12	Tie writing prompts to non-fiction, and include across subjects.	throughout year as appropriate	Student writing	Grades 2-5, resource
13	Model and have students practice higher level thinking during discussion before writing. (high needs focus)	weekly	rubric, student writing	Grade 5 teachers, resource room
14	Current events essays on informational text will be assigned regularly.	Oct- June bi-weekly	essays	Grade 5 teachers
15	Teachers will focus on graphic/text features in order to find information, particularly in the area of non-fiction. (Journeys, Time for Kids, Scholastic News)	Oct-June monthly	student writing	K-5 teachers
16	Students will use the mark-it-up strategies, including using page numbers, in order to find text evidence.	Oct-June weekly	open response answers and Journeys tests	Grade 3-5 teachers
17	Teachers will ask students to support statements with questions such as, “What text evidence to you find?” and “How do you know that?”	Sept-June	student responses	Grade 1-2 teachers, resource room
18	Focus on prefixes, suffixes and word building in order to build content specific vocabulary.	Sept-June	quizzes, use of vocab in assessments	Grade 1-5 teachers, resource
19	Kinesthetic focus on vocabulary words to build academic vocab, including Bill Atwood and other strategies. (high needs focus)	Sept-June weekly	weekly	Grade 2-5 teachers
20	Focus on content specific and academic vocabulary throughout lessons.	Sept-June weekly	student use of vocab in writing	Grade 1-5 teachers, resource
22	Show students old open response answers and exemplary student work in order to analyze what makes an effective answer.	Oct-March	test results	Grade 3-5 teachers
23	ELA test-taking strategy bulletin board	March	student test results	Grade 4 teachers
24	ELA tutoring sessions will be offered with a focus on open response writing. Tutoring will target high needs students.	Jan-March	student work; improved test scores	Grade 3-5 teachers

SMART Goal #2 – Math Goal

Goal #2 (Math): Squantum's average percent correct in Mathematics will increase by 2% over the 2014 MCAS results, at every MCAS tested grade, through a focus on Geometry and constructed responses, specifically Open Responses, as measured by the June 2015 MCAS grade level standards reports (CU406).

Action Steps/Evidence

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	Geometry bulletin board. Each grade level team will present a bulletin board featuring geometric concepts. Board will change monthly.	Oct-June	bulletin board	K-5 teachers
2	Teachers will incorporate STEM activities, including geometry, in differentiated groupings.	Sept-June once a week	student work	Grade 4 teachers
3	Introduce geometry concepts in mini-lessons in between chapters	Oct-June	student work	K-5 teachers
4	Geometry art lessons	Oct – June	student work	Grade 5 math teacher
5	Teachers will be aware of pacing guides in opening day folders.	Sept-June	material will be covered by end of year	K-5 teachers
6	Incorporate more geometry activities into Math & Science night	April	more hands-on geometry stations	K-5 teachers, staff
7	Write a grant for geometric concepts.	shapes		Grade 5 math teacher
8	Regular use of math manipulatives, including composing and decomposing shapes (high needs focus)	as appropriate	student work and assessments	K-5 teachers, resource room
9	Name, describe, sort and draw 2 and 3 dimensional shapes as part of K Go Math program	Nov-June	chapter assessments, sorting, graphing, ongoing assessment	K team
10	Do geometry in math journal throughout the year	Grade 4 Team	math journal entries	Grade 4 math teacher
11	Model constructed response and HOT questions.	Oct-June	student performance on test and tasks	Grade 1-5 teachers, resource room
12	Literature books specializing in geometry, funded by PTO	monthly, as appropriate	PTO meeting notes	K-5 teachers, Media, PTO
13	Incorporate geometry vocabulary into morning meeting	Weekly as appropriate	Individual educator plans	K-1 teams

14	Map vocabulary (parallel, perpendicular) reinforced in social studies.	Oct-June as appropriate	Individual educator plans	social studies teachers
15	Incorporate math into specialists (angle aerobics, art, songs)	Oct-June	Individual educator plans	music, phys. ed teachers
16	Tangrams/Geoboards (high needs focus)	several times a year	student use of geometry vocabulary	ELL teacher
17	Math test-taking strategy bulletin board	May	student test results	staff, resource room, ELL
18	Math tutoring sessions will be offered and will give particular attention to geometry. Tutoring will target high needs students.	Feb - March	student work; improved test scores	Grade 3-5 teachers

SMART Goal # 3- School Culture Climate

Goal #3 (Wellness): Squantum students will have the opportunity to participate in a minimum of 3 Wellness curricular and/or extracurricular programs and activities by the end of the current school year including a nutritional component related to the use of our new outdoor classroom and garden space.

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	Squantum School’s Wellness Team will collaborate with the “Alliance for a Healthier Generation” by sharing the information from various workshops, including newsletters and informational posters, to create a healthier school environment.	Sept-June	notices home, social media, school displays	Wellness Team, Principal
2	The Wellness Team in collaboration with the School Council will use the “Healthy Schools Inventory Worksheet” to assist our school with implementing a healthier school environment as outlined by the Alliance for Healthier Generation.	Oct-Nov	Completion of the inventory worksheet	Wellness Team, Principal
4	The 1st grade team will continue to build on the success of their “healthy choices program.	March	“Healthy Choices Day”	Grade 1 teachers
5	Celebrate healthy choice programs and accomplishments by highlighting efforts in school and citywide newsletters, Channel 22 and Inspire Quincy.	Oct-June	notices home, social media, school displays	Grade 1 teachers
6	The Squantum staff will continue to hold a school wide field day designed with activities to promote a healthier school environment.	Sept-June	Field Day Planning minutes	all staff
7	Teachers will promote student learning about health and wellness through the use of non-fiction text, health lessons and DARE.	Sept-June	student work, newsletters, notices	Grade 5 teachers, nurse, DARE officer
8	Squantum will continue the “BOKS” program as a before school activity coordinated by parent volunteers and physical education teacher.	Oct-June	notices, newsletters, student participation	parents, principal
9	Class Wellness policies will be posted and/or shared with students and parents.	Sept-June	letters home, social media, school displays	K-5 Teachers
10	Student Council will dedicate several sessions to promoting healthy choices	Dec-March	newsletter	Student Council

12	Promote emotional student health through the Bucket Fillers program, which emphasizes acts of kindness.	Oct.-June	newsletters, notices, student participation	Guidance, teachers
13	Promote Effective Effort program in order to build student confidence and motivation.	Oct.-June	Principal, PTO, classroom displays	Grade 2 teachers
14	Support emotional health of staff by recognizing personal achievements, joyous occasions and difficult times.	Sept.Aug.	Staff notices	Social Committee
15	Staff will contribute to and maintain a health recipe board in the teacher's room	Oct-June		staff

D. Site Professional Development Plan

Principal /School Improvement Plan Staff Development Tuesday

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal Number
09/09/2014	12:30 to 2:00	Media Center	All Staff	Opening Materials & Overview of the Educator Evaluation Process	Principal	N/A
09/23/2014	12:30 to 4:00	Media Center & Room 11	K to 5 and Caseload Staff	Assessment Day #1	Assessment Team/Principal: Stephen Sylvia Rachel Bloom Jackie Hourin Sharon Walsh Marianne Salas	SIP Goals
10/14/2014	12:30 to 2:00	Media Center & Room 11	K to 5 and Caseload Staff	Assessment Day #2	Assessment Team/Principal: Stephen Sylvia Rachel Bloom Jackie Hourin Sharon Walsh Marianne Salas	SIP Goals
12/09/2014	12:30 to 2:00	Media Center & Room 11	K to 5 and Caseload Staff	Open Response with focus on non-fiction writing genres Positive Behavior Intervention Strategies I	Rachel Bloom William Regan Erin Vardaro Kristine McDonald	SIP Goals
01/27/2015	12:30 to 2:00	Media Center & Room 11	K to 5 and Caseload Staff	Literacy Practices using Journeys: focus on differentiated instruction and use of Think Central Positive Behavior Intervention Strategies II	Rachel Bloom Rebecca Cordero Erin Vardaro Kristine McDonald	SIP Goals
05/12/2015	12:30 to 4:00	Media Center & Room 11	K to 5 and Caseload Staff	Assessment Day #3	Assessment Team/Principal: Stephen Sylvia Rachel Bloom Jackie Hourin Sharon Walsh Marianne Salas	SIP Goals
06/09/2015	12:30 to 2:00	Media Center & Room 11	K to 5 and Caseload Staff	Geometry: Transferring Common Core Geometry concepts into application	Rachel Bloom	Goal 1 (Math)

IV. School Council Members

The Education Reform Act of 1993 established school councils to give a voice to parents in the operation of local schools. Parent involvement has been recognized as an important component in school reform and improvement.

School: Squantum School

Chair/Principal: Stephen Sylvia

Co-Chair: Dr. Rachel Bloom
50 Huckins Road
Quincy, MA 02347
Phone Number: 617-984-8706

Teachers: Jacqueline Hourin
50 Huckins Road
Quincy, MA 02347
Phone Number: 617-984-8706

Parents: Torrey Smith
19 Huckins Road
Quincy, MA 02347

Parents: Brian Henderson
416 Belmont Street
Quincy, MA 02170

V. School Site Assessment Team Members

“Failing to plan is planning to fail.”

School improvement planning is a key element of our district improvement plan. It is intended that school administrators, teachers, counselors and specialists spend time each year to reflect on the academic success of their school and their students. The school assessment team assists with this reflection as it identifies the strengths and weaknesses of every student. Those strengths and weaknesses were analyzed and identified by our Site Assessment Team whose names appear below

Students cannot be taken to a better place tomorrow if we don't know where they are today. Our Site Assessment Team has shown us where our students are today. Our goals will show us where to take those students tomorrow.

The widely acknowledged key to true school improvement is genuine instructional leadership. But educational leadership cannot be the sole responsibility of any one woman or one man, no matter how excellent an educational leader he or she may be. Instructional leadership must be seen as the responsibility of everyone in the school, regardless of his or her role. “Building the Capacity to Make Standards Driven Reform Work”, M.E. Hickey

Thanks to our goal setting process and to our School Assessment Team.

Our School Assessment Team members are:

1. Rachel Bloom (Facilitator & 5th Grade Teacher)
2. Sharon Walsh (4th Grade Teacher)
3. Jacqueline Hourin (4th Grade Teacher)
4. Marianne Salas (1st Grade Teacher)
5. Stephen Sylvia (Principal)

VI. Integrated Learning Team Members

The purpose of this team is to insure that students receive highly coordinated instruction that aligns the Tier I classroom instruction with the intervention programs that service our Tier II and Tier III students. This team will work with the classroom teachers to manage and analyze assessment data to aid in appropriate intervention placements and to monitor the effect of those interventions on student progress.

The principal facilitates these meetings and makes the final determination as to grouping and interventions that will assist students in achieving greater levels of proficiency in reading.

Team Members

Name	Position
1. Stephen Sylvia	Principal
2. Johanna Toomey	Literacy Teacher
3. Katherine Ell	Special Education Teacher
4. Catherine MacPherson	Special Education Teacher
5. Donna Fuccillo	English Language Learner Teacher
6. Erin Vardaro	Guidance Counselor

VII. School Wellness Council Members

All Quincy Public Schools are implementing the **Alliance for a Healthier Generation** Healthy Schools Program. The **Alliance** helps schools to create healthier environments by promoting physical activity, healthy eating and positive youth development. A School Wellness Council has been formed to assist the school to set goals and action steps to create a healthier school environment.

School Wellness Goal:

(Wellness): Squantum students will have the opportunity to participate in a minimum of 3 Wellness curricular and/or extracurricular programs and activities by the end of the current school year including a nutritional component related to the use of our new outdoor classroom and garden space.

Meeting Dates: 10/1, 12/3/14, 2/4/15, 4/1/15, 6/3/15

Team Members

Name	Position
Maureen Spillane	School Nurse
Rachel Bloom	Teacher/Assistant Principal (5 th Grade)
Brian Miller	Physical Education Teacher
Susan Gillespie	Cafeteria Manager
Jackie Hourin	Teacher (4 th Grade)
Andrea Curtin	Teacher (2 nd grade)
Stephen Sylvia	Principal

VIII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature

Appendix – Section A

Elementary School Class Size

21 and under	22-24	25 and above
18	0	0

Demographics - 2014

Total Enrollment	SPED (# and %)	ELL (# and %)	Low Income (# and %)	FLNE (# and %) <i>(First Language Not English)</i>
357	64 (18%)	37 (10%)	122 (34%)	72 (20%)

Appendix – Section B

Support Services

FTE (*Include only support service personnel that serve your students.*)

__1__ Nurse

__1.5__ Special Education Teachers (Resource Room/Inclusion) *

__3__ Special Education Teachers (Substantially Separate)

__1__ Guidance Counselor / Chairperson

__1__ Literacy Specialist(s)

__1__ ELL Teacher(s)/ELL Tutor(s)

__1__ Adaptive Physical Education Instructor

__1.2__ Speech and Language Instructor(s)

__6__ School Psychologist(s)

__1__ Occupational Therapist(s)

__0__ Math Interventionist

__0__ Title One

__1__ Library Support Staff

* Each elementary school has at least one (1) Orton Gillingham Certified Teacher

Appendix – Section C

Budget - Elementary

**Amount available
In 2014-2015**

TEXT/LEARNING MATERIALS

(textbooks and learning materials/supplies needed to support classroom instruction)

\$5,915.00

SUPPLIES

(pens, pencils, rulers, paper, glue, photocopy paper, etc.)

\$10,365.00

ACTIVITY STIPEND ACCOUNT

\$11,015.00

Other: (Art Supplies, Science Supplies, Library, etc.)

\$957.65
\$1,095.00
\$500.00

TOTAL

SPECIAL FUNDING (gifts, grants, partnerships, PTO, etc.)

_____ PTO _____

\$10,000.00
\$
\$
\$
\$
\$

Appendix – Section D

Facilities

1. Improvements

Special thanks to the Mayor, School Committee and Superintendent for once again supporting and addressing the “Areas of Need” outlined in the facilities section of last year’s School Improvement Plan. We are very grateful for all the improvements as they will not only benefit our students but the school community as a whole.

We are very excited about our new outdoor classroom space and garden area outside the back entrance of the school. This outdoor space will be used by our classroom teachers as well as during recess times and other programs and activities during the school year. The space will also be available to community groups for various sports and other activities. Special thanks to Quincy’s Community Preservation Commission for their approval and support of this project.

We are also looking forward to the completion of the solar project at the school as we have already tied in some renewable energy concepts with our science curriculum using the new outdoor classroom space. Further, we continue to be appreciative of the safety enhancements made in our building over the last two years including several new security cameras and locks on all our classroom and interconnecting doors throughout the school.

2. Areas of Need

Concerns continue to be raised relative to traffic and safety issues on Huckins Road in front of the school as well as many of the other roads in the vicinity of the school property. We are hoping to follow up on our efforts from previous school years with regards to working with City Councilor, Brian McNamee, QPS Safety and Security officer Mike Draicchio, the Quincy Police and the city’s Department of Public Works to assess the feasibility of increased signage and/or a traffic light primarily to address traffic and speeding issues on the streets in and around the school neighborhood.

We are also looking forward to some upgrades with our heating system in terms of a new boiler being installed this fall.

We are also in need of some electrical and technological wiring upgrades to further support digital learning in our classrooms throughout the school beginning with our lower elementary classrooms.

Appendix – Section E

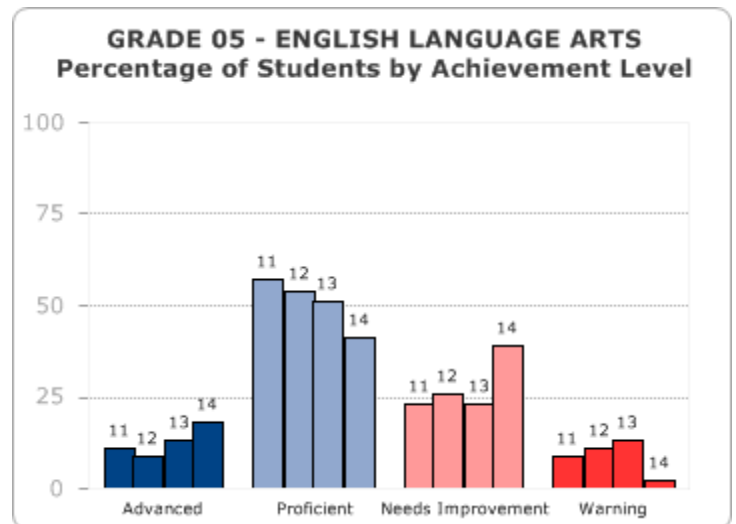
Data Charts and Trends

MCAS 4-Year Trends – Charts and Data from DESE Profiles
 For ELA, Math and Science for all grades tested

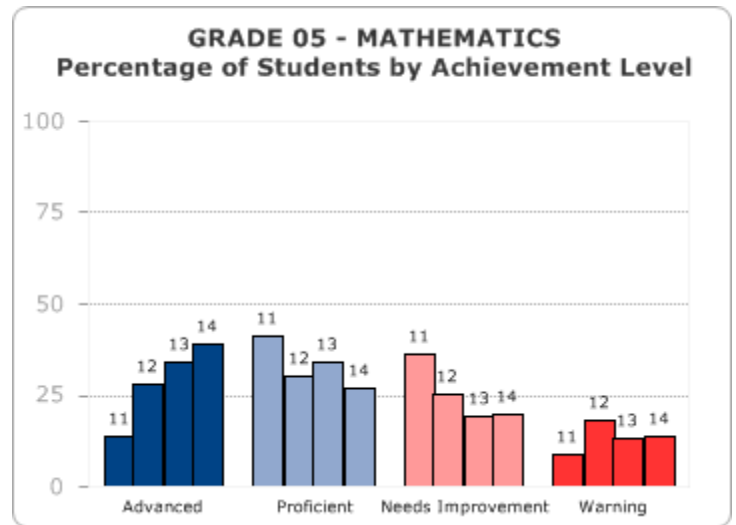
MCAS Annual Comparisons

* NOTE: Achievement level percentages are not calculated for groups with fewer than 10 students.
 Data Last Updated on September 18, 2014

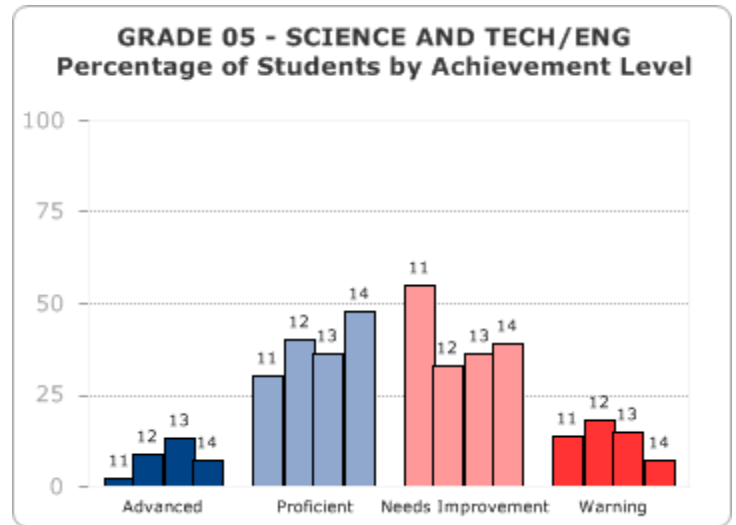
GRADE 05 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	11	9	13	18
PROFICIENT	57	54	51	41
NEEDS IMPROVEMENT	23	26	23	39
WARNING	9	11	13	2



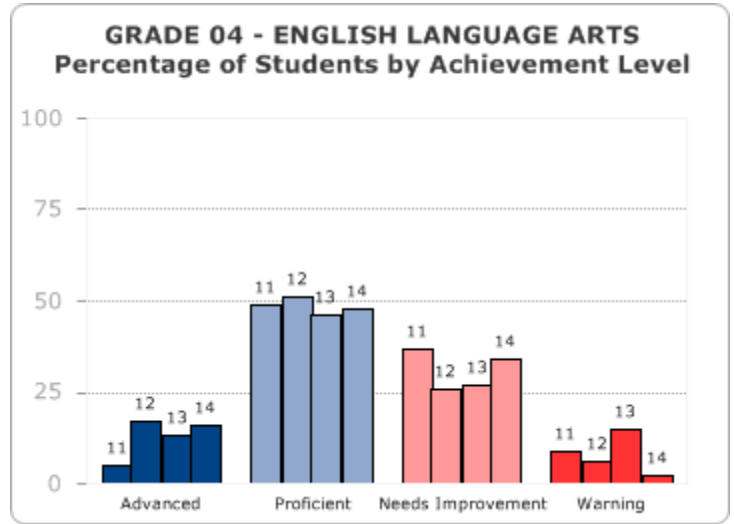
GRADE 05 - MATHEMATICS				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	14	28	34	39
PROFICIENT	41	30	34	27
NEEDS IMPROVEMENT	36	25	19	20
WARNING	9	18	13	14



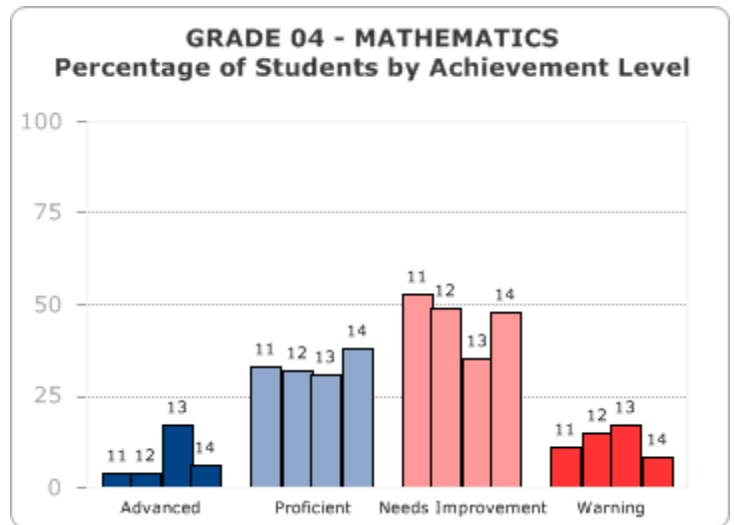
GRADE 05 - SCIENCE AND TECH/ENG				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	2	9	13	7
PROFICIENT	30	40	36	48
NEEDS IMPROVEMENT	55	33	36	39
WARNING	14	18	15	7



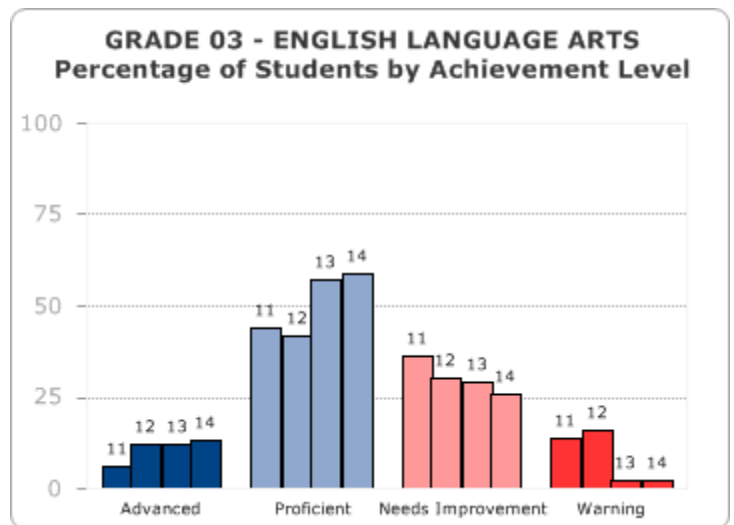
GRADE 04 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	5	17	13	16
PROFICIENT	49	51	46	48
NEEDS IMPROVEMENT	37	26	27	34
WARNING	9	6	15	2



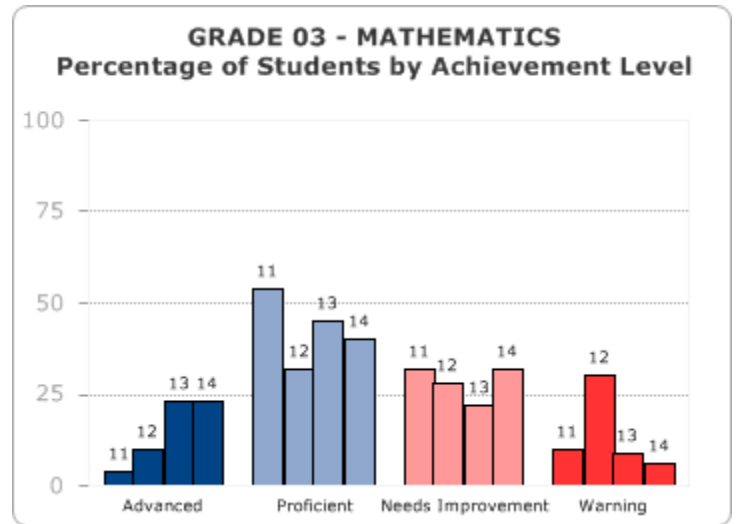
GRADE 04 - MATHEMATICS				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	4	4	17	6
PROFICIENT	33	32	31	38
NEEDS IMPROVEMENT	53	49	35	48
WARNING	11	15	17	8



GRADE 03 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	6	12	12	13
PROFICIENT	44	42	57	59
NEEDS IMPROVEMENT	36	30	29	26
WARNING	14	16	2	2



GRADE 03 - MATHEMATICS				
ACHIEVEMENT LEVEL	2011	2012	2013	2014
ADVANCED	4	10	23	23
PROFICIENT	54	32	45	40
NEEDS IMPROVEMENT	32	28	22	32
WARNING	10	30	9	6

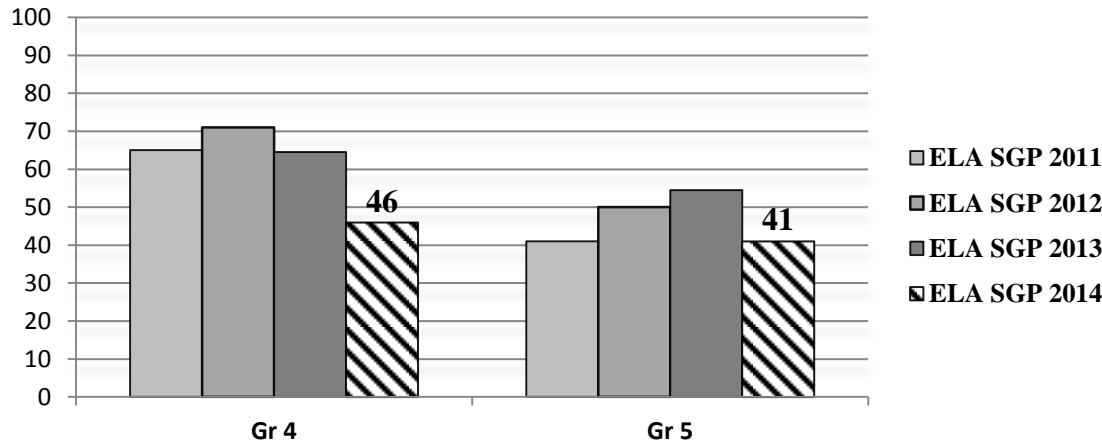


Student Growth

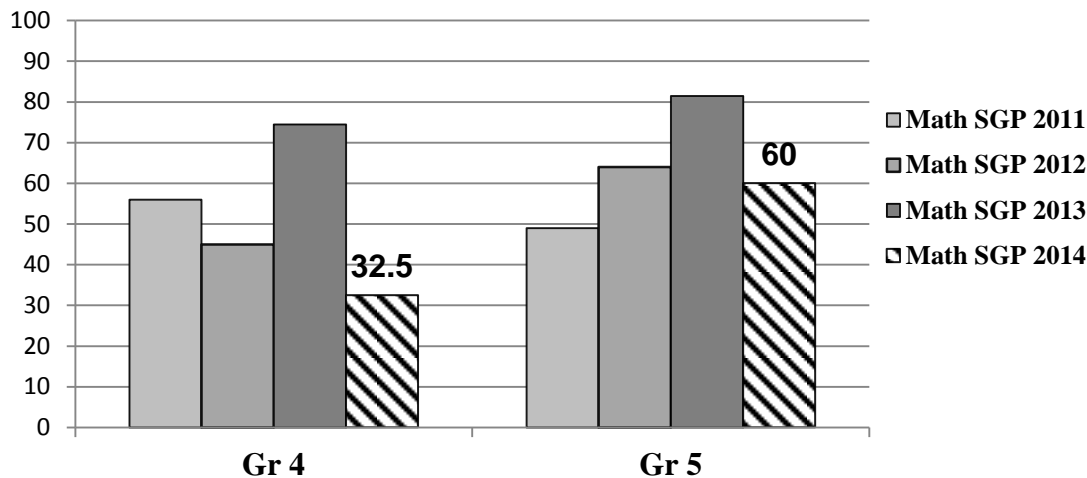
Squantum Elementary School

	ELA SGP 2011	ELA SGP 2012	ELA SGP 2013	ELA SGP 2014		Math SGP 2011	Math SGP 2012	Math SGP 2013	Math SGP 2014
Gr 4	65	71	64.5	46	Gr 4	56	45	74.5	32.5
Gr 5	41	50	54.5	41	Gr 5	49	64	81.5	60

English Language Arts Growth Data - 2011, 2012, 2013, 2014



Mathematics Growth Data - 2011, 2012, 2013, 2014



School Standards Report – (CU406) for ELA



Spring 2014 MCAS School Results by Standards English Language Arts All Students

District: Quincy
School: Squantum
Grade: 03

All Students (53)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
English Language Arts					
All Items	48	79%	75%	75%	4
Question Type					
Multiple Choice	36	83%	80%	80%	3
Open Response	4	63%	54%	54%	9
Short Response	8	69%	62%	61%	8
Strand / Topic					
Language Anchor Standard					
Conventions of Standard English	4	77%	80%	76%	0
Vocabulary Acquisition and Use	6	80%	78%	78%	1
Reading Anchor Standard					
Craft and Structure	2	85%	78%	76%	9
Integration of Knowledge and Ideas	1	81%	81%	81%	0
Key Ideas and Details	35	79%	73%	74%	5

NOTE: MCAS results are suppressed for group counts of less than 10.

For open-response (OR), short-response (SR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

School results only include students enrolled in the school since Oct.1.



**Spring 2014 MCAS School Results by Standards
English Language Arts
All Students**

District: Quincy
School: Squantum
Grade: 04

All Students (64)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
English Language Arts					
All Items	72	73%	70%	69%	4
Question Type					
Multiple Choice	36	86%	80%	80%	6
Open Response	16	47%	48%	48%	-1
Writing Prompt	20	72%	68%	66%	6
Strand / Topic					
Language Anchor Standard					
Conventions of Standard English	3	83%	80%	78%	5
Vocabulary Acquisition and Use	6	89%	85%	84%	5
Reading Anchor Standard					
Craft and Structure	6	82%	78%	76%	6
Integration of Knowledge and Ideas	4	88%	83%	82%	6
Key Ideas and Details	33	67%	64%	64%	3
Writing Anchor Standard					
Production and Distribution of Writing	8	88%	82%	80%	8
Text Types and Purposes	12	61%	59%	57%	4

NOTE: MCAS results are suppressed for group counts of less than 10.

For open-response (OR), short-response (SR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

School results only include students enrolled in the school since Oct.1.

School Standards Report – (CU406) for Math



Spring 2014 MCAS School Results by Standards English Language Arts All Students

District: Quincy
School: Squantum
Grade: 05

All Students (44)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
English Language Arts					
All Items	52	67%	66%	66%	1
Question Type					
Multiple Choice	36	75%	73%	73%	2
Open Response	16	49%	50%	51%	-2
Strand / Topic					
Language Anchor Standard					
Conventions of Standard English	1	68%	66%	62%	6
Vocabulary Acquisition and Use	5	70%	69%	70%	0
Reading Anchor Standard					
Craft and Structure	12	68%	65%	66%	2
Integration of Knowledge and Ideas	6	63%	63%	63%	0
Key Ideas and Details	28	67%	66%	67%	0

NOTE: MCAS results are suppressed for group counts of less than 10.

For open-response (OR), short-response (SR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

School results only include students enrolled in the school since Oct.1.



**Spring 2014 MCAS School Results by Standards
Mathematics
All Students**

District: Quincy
School: Squantum
Grade: 03

All Students (52)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
Mathematics					
All items	40	71%	75%	74%	-3
Question Type					
Multiple Choice	26	78%	79%	79%	-1
Open Response	8	65%	72%	70%	-5
Short Answer	6	52%	60%	56%	-4
Strand / Topic					
Geometry					
Reason with shapes and their attributes.	5	68%	74%	74%	-6
Measurement and Data					
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1	35%	47%	35%	0
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	4	60%	68%	69%	-9
Represent and interpret data.	3	58%	68%	65%	-7
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	2	84%	87%	84%	0
Number and Operations in Base Ten					
Use place value understanding and properties of operations to perform multi-digit arithmetic.	6	80%	79%	76%	4
Number and Operations—Fractions					
Develop understanding of fractions as numbers.	6	58%	66%	67%	-9
Operations and Algebraic Thinking					
Multiply and divide within 100.	1	100%	93%	92%	8
Represent and solve problems involving multiplication and division.	5	82%	84%	83%	-1
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	5	80%	76%	74%	6
Understand properties of multiplication and the relationship between multiplication and division.	2	82%	84%	80%	1

NOTE: MCAS results are suppressed for group counts of less than 10.

For open-response (OR), short-response (SR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

School results only include students enrolled in the school since Oct.1.



**Spring 2014 MCAS School Results by
Standards
Mathematics
All Students**

District: Quincy
School: Squantum
Grade: 04

All Students (64)**Standards: MA 2011 Standards**

	Possible Points	School % Correct	District % Correct	State % Correct	School/ State Diff
Mathematics					
All items	54	66%	70%	70%	-4
Question Type					
Multiple Choice	32	72%	77%	77%	-5
Open Response	16	56%	57%	56%	0
Short Answer	6	61%	72%	71%	-10
Strand / Topic					
Geometry					
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	8	50%	72%	75%	-25
Measurement and Data					
Geometric measurement: understand concepts of angle and measure angles.	3	38%	57%	58%	-20
Represent and interpret data.	1	81%	85%	85%	-4
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	6	56%	60%	62%	-5
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	1	95%	90%	89%	6
Number and Operations in Base Ten					
Generalize place value understanding for multi-digit whole numbers.	7	84%	80%	79%	5
Use place value understanding and properties of operations to perform multi-digit arithmetic.	4	92%	81%	82%	10
Number and Operations—Fractions					
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	5	49%	51%	47%	2
Extend understanding of fraction equivalence and ordering.	2	78%	80%	75%	3
Understand decimal notation for fractions, and compare decimal fractions.	4	56%	69%	64%	-8
Operations and Algebraic Thinking					
Gain familiarity with factors and multiples.	2	90%	88%	87%	4
Generate and analyze patterns.	4	49%	53%	51%	-2
Use the four operations with whole numbers to solve problems.	7	83%	79%	80%	3

NOTE: MCAS results are suppressed for group counts of less than 10.

For open-response (OR), short-response (SR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

School results only include students enrolled in the school since Oct.1.



**Spring 2014 MCAS School Results by Standards
Mathematics
All Students**

District: Quincy
School: Squantum
Grade: 05

All Students (44)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/ State Diff
Mathematics					
All items	54	73%	69%	71%	2
Question Type					
Multiple Choice	32	75%	71%	73%	2
Open Response	16	69%	63%	66%	3
Short Answer	6	76%	74%	76%	0
Strand / Topic					
Geometry	5	67%	68%	68%	-1
Classify two-dimensional figures into categories based on their properties.	2	46%	52%	52%	-6
Graph points on the coordinate plane to solve real-world and mathematical problems.	3	81%	79%	78%	3
Measurement and Data	11	70%	66%	69%	1
Convert like measurement units within a given measurement system	6	64%	60%	64%	0
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	3	80%	78%	83%	-3
Represent and interpret data.	2	73%	67%	65%	8
Number and Operations in Base Ten	14	82%	78%	79%	3
Perform operations with multi-digit whole numbers and with decimals to hundredths.	9	80%	77%	79%	1
Understand the place value system.	5	86%	78%	78%	8
Number and Operations—Fractions	13	73%	68%	70%	3
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5	75%	71%	73%	2
Use equivalent fractions as a strategy to add and subtract fractions.	8	72%	67%	68%	3
Operations and Algebraic Thinking	10	64%	60%	61%	3
Analyze patterns and relationships.	2	70%	68%	72%	-1
Write and interpret numerical expressions.	8	63%	58%	59%	4
The Number System	1	93%	96%	96%	-3
Gain familiarity with concepts of positive and negative integers.	1	93%	96%	96%	-3

NOTE: MCAS results are suppressed for group counts of less than 10.

For open-response (OR), short-response (SR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

School results only include students enrolled in the school since Oct.1.

PPI Reports – From DESE Profiles Accountability Tab (3)

2014 Accountability Data by School Report

2014 Accountability Data - Squantum

Organization Information			
District:	Quincy (02430000)	School type:	Elementary School
School:	Squantum (02430095)	Grades served:	K,01,02,03,04,05
Region:	Southeast	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

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 - ■		View Detailed 2014 Data
	Less progress	More progress	
All students		78	Met Target
High needs		57	Did Not Meet Target
Low income		-	-
ELL and Former ELL		-	-
Students w/disabilities		53	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		100	Met Target
Afr. Amer./Black		-	-
Hispanic/Latino		-	-
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		62	Did Not Meet Target

All Students – 4 year (2011-2014) Summary

2014 Accountability Data - Squantum

Organization Information			
District:	Quincy (02430000)	School type:	Elementary School
School:	Squantum (02430095)	Grades served:	K,01,02,03,04,05
Region:	Southeast	Title I status:	Non-Title I School (NT)
Accountability and Assistance Level:			Level 2

[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data		Points Awarded				About the Data
View Detailed 2014 Data for Each Indicator		2011	2012	2013	2014	
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	50	75	75	25	
	Growth (Student Growth Percentiles)	75	100	75	50	
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	25	25	
	Extra credit for increasing % Advanced (10% or more)	0	25	0	25	
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	0	75	0	
	Growth (Student Growth Percentiles)	75	75	100	50	
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0	
	Extra credit for increasing % Advanced (10% or more)	0	25	25	0	
Science	Narrowing proficiency gaps (Composite Performance Index)	25	100	100	75	
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	0	
	Extra credit for increasing % Advanced (10% or more)	0	25	25	0	
High School	Annual dropout rate	-	-	-	-	
	Cohort graduation rate	-	-	-	-	
	Extra credit for dropout re-engagement (2 or more)	-	-	-	-	
Points awarded for narrowing proficiency gaps, growth, and high school indicators		275	350	425	200	
Points awarded for extra credit		50	100	125	50	
Total points awarded		325	450	550	250	
Number of proficiency gap narrowing, growth, and high school indicators		5	5	5	5	
Annual PPI = (Total points / Number of indicators)		65	90	110	50	
Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10		Met Target			78	
Assessment Participation		2011	2012	2013	2014	
English Language Arts		100%	99%	100%	100%	
Mathematics		100%	100%	100%	99%	
Science		100%	100%	100%	100%	

High Needs – 4 year (2011-2014) Summary

2014 Accountability Data - Squantum

Organization Information			
District:	Quincy (02430000)	School type:	Elementary School
School:	Squantum (02430095)	Grades served:	K,01,02,03,04,05
Region:	Southeast	Title I status:	Non-Title I School (NT)
Accountability and Assistance Level:			Level 2

[Summary](#) > High needs

Progress and Performance Index (PPI) Subgroup Data		About the Data			
View Detailed 2014 Data for Each Indicator		Points Awarded			
		2011	2012	2013	2014
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	50	0	75	25
	Growth (Student Growth Percentiles)	-	-	100	25
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	25	25
	Extra credit for increasing % Advanced (10% or more)	0	0	25	25
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	0	50	0
	Growth (Student Growth Percentiles)	-	-	100	25
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	25
Science	Narrowing proficiency gaps (Composite Performance Index)	-	-	-	-
	Extra credit for decreasing % Warning/Failing (10% or more)	-	-	-	-
	Extra credit for increasing % Advanced (10% or more)	-	-	-	-
High School	Annual dropout rate	-	-	-	-
	Cohort graduation rate	-	-	-	-
	Extra credit for dropout re-engagement (2 or more)	-	-	-	-
Points awarded for narrowing proficiency gaps, growth, and high school indicators		100	0	325	75
Points awarded for extra credit		50	25	100	75
Total points awarded		150	25	425	150
Number of proficiency gap narrowing, growth, and high school indicators		2	2	4	4
Annual PPI = (Total points / Number of indicators)		75	13	106	38
Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10		Did Not Meet Target			57
Assessment Participation		2011	2012	2013	2014
English Language Arts		100%	99%	100%	100%
Mathematics		100%	100%	100%	100%
Science		-	-	-	-