School Name: S. Christa McAuliffe Elementary School
Principal: David Anderson
School-Site Council Members:
Educational Members: David Anderson, Barbara Burgess, Emily Cohn, Marilyn Jonas, Kristin Wade
Parent Members: Charlotte Bryant, Kerrie D'Entremont, Jessica Miller, Tara Oslan, Maria Perez
Community Partner: Sima Suon (University of Massachusetts. Lowell)

School Mission

The S. Christa McAuliffe Elementary School community strives to educate the whole child intellectually, emotionally, culturally, socially, and physically by offering rich and engaging instruction in a safe, respectful, and caring environment. Our students and staff strive to be independent thinkers and life-long learners. We believe that collaboration among school, home, and community is essential in ensuring students meet our high academic and behavioral standards and achieve their fullest potential.

School Vision

Excellence in teaching and learning are the essential elements necessary to render academic results that allow children to attain their future academic goals, to compete in the glob market, and to achieve their dream of a satisfying life.

Core Values/Commitments

Core Values
- A high quality education is a fundamental civil right of every child we serve.
- Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.
- Parents are our partners. They are our students' first teachers in the home.
- There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

Commitments
- **Eliminate** the racial ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources to meet the needs of the students in the school.
- Engage all families with courtesy, dignity, respect and cultural understanding.

School Strategic Objectives and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration	Intentional Practices for Improving Instruction – Engaged Learning	Student-Specific Supports and Instruction to All Students	School Climate and Culture
Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.	School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.	Provide human and financial resources to support high quality, engaged learning. *Student Safety* Ensure two-way, respectful communication, with families, and the LPS community.
▪ Reformation of School-based Committees ▪ Continued Growth of School Site Council	▪ 1:1 Technology Implementation ▪ Focus on Foundational Academic Skills (ie Phonics)	▪ Targeted Differentiated Support for Students ▪ Continued Implementation of Initiatives (ST Math, Project Lead the Way, Reading Conferences)	▪ Revitalization of the Schoolwide Green Program ▪ Daily Student Attendance

School Data Profile

iReady Assessments, Fountas and Pinnell Assessment, Kindergarten Literacy Assessment, Interactive Read Aloud/Writing About Reading Rubrics, Math Module Tests, Report Card Grades, Attendance Data, WIDA Access Testing, DESSA Data, Green Program Data

[Click here to access the McAuliffe School Data Inventory](#)

Reflection on Current Practices

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

With the interruption of the school year due to the COVID-19 pandemic last year and its ongoing effects on the status of in-person versus remote learning this year, the focus areas of teaching and learning as well as school climate had to shift. This shift, however, has provided new opportunities for our students and staff that are informing the continuation of last year's work along with the introduction of new benchmarks and initiatives for the 2021-2022 Quality Improvement Plan.

The introduction of 1:1 technology for all students at all grade levels has opened up new teaching and learning tools that staff and students have been using in a remote setting. Staff have found platforms like Zoom, Google Classroom, SeeSaw, Remind, RAZ Kids, Lexia, ST Math, iReady and more to be extremely valuable in the remote setting and hope to transition their use to in-person learning during the 2021-2022 school year. An emphasis of this school year has been placed on learning the new technologies and implementing them in the classroom. This implementation will look different in in-person learning and an investment in the platforms and professional development in making that transition will be important so students continue to experience the benefits of certain aspects of what staff has learned during remote learning.

Another area that has become glaringly obvious during the COVID-19 pandemic is the widening achievement gaps between our students. Foundational skills such as phonics and math fact knowledge have become areas of concern across grade levels and a lot of work has gone into identifying and mitigating those gaps throughout the school year. Reliability of assessment data along with a chronic absentee rate that is about 3 times higher than a typical school year have caused growing concern for student achievement that will need to continue to be addressed during the 2021-2022 school year. Utilizing targeted differentiated support in small groups partnered with a systematic, research-based, schoolwide approach to phonics and the continuation of our work with reading conferences and ST Math will be used to mitigate academic gaps in learning while the revitalization of our Green Program will help fulfill social-emotional and attendance needs that have been identified.

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

With the sudden shift to remote learning in March of the 2019-2020 that has continued into the 2020-2021 school year, creating a successful remote learning program has become the focus of the work of McAuliffe School staff, students, and families. The exploration of a variety of learning platforms, online programs, and new technology have changed the way that students and teachers engage with the curriculum and with each other. Also, with the change to a remote setting, the traditional methods of collecting and analyzing data around student learning have also had to change. More qualitative and informal data has had to be used to drive decision-making this year.

According to the data collected, some areas of priority include:

- Foundational skills in reading and mathematics including phonics and fact fluency
- Growth among students achieving at 2 or more grade levels below their current grade level in reading and mathematics
- Social Emotional growth of students
- Daily attendance at school

Some other areas identified in the needs assessment done with teachers and the School Site Council include the integration of 1:1 technology from a remote setting into an in-person setting and the reintroduction of some schoolwide systems and initiatives that have been put on hold or not fully carried out due to the shift to remote learning.

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Areas of particular strength for McAuliffe School students are seen in those students who are already achieving at or above grade level. There were increases in every grade level in both Reading and Math in the iReady assessments between the Fall and Winter. This is probably attributed to the levels of academic readiness displayed by these students and their ability to more readily shift to remote learning and find success with the independence required to successfully navigate the new methods used for teaching and learning.

Some particular areas of academic strength seem to be falling in the Numbers and Operations and Algebraic Thinking standards for Math and in the Phonemic Awareness and High Frequency Words standards for Reading.

Areas where students are making the least academic gains in Math include Geometry and Measurement and in Reading are Vocabulary and Nonfiction Text Comprehension. In Math, these are areas that were not taught at all last year due to the pandemic and have not been taught yet this year. In Reading, these are historically the areas that students make the least academic gains and due to the pandemic, we were not able to fully implement the Reading Conferences training that we spent our Professional Development time on during the 2019-2020 school year.

Overall, the gaps that were expected in the academic data are not as blatantly obvious as expected when the shift to remote learning occurred. This can be attributed to the quality remote learning program instituted by McAuliffe teachers and the support received from parents and students in its implementation. By working together, the amount of learning loss that was expected did not come to fruition. Instead, students are not only learning the content outlined in the curriculum but also more 21st Century skills that can be applied across disciplines and in situations outside of the academic world and teachers are growing their repertoire of strategies to help them more successfully reach the wide variety of learners in their classrooms.

Monitoring Progress - Process Benchmarks *What will be done, when, and by whom*					
Leadership, Shared Responsibility, and Professional Collaboration	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
School-based committees are reformed and have representation from each team of teachers included on them (i.e. Instructional Leadership Team, School Climate Committee, English Learners Committee, SPED Admin Team, Green Team, etc.).	Admin	X			
Each school-based committee has met at least two times and established a regular meeting schedule.	Committee Leads		X		
All committees have contributed to and reviewed the Quality Improvement Plan for the 2022-2023 school year.	Committee Leads			X	
Elections for the open seats on the School Site Council for the 2021-2022 School Year will be set as will the first meeting of the committee.	Principal	X			
Utilize surveys, forums, etc. to create more opportunities for stakeholder participation in school-wide decision-making.	School Site Council		X		
School Site Council will have proposed a Quality Improvement Plan and School Site Budget for the 2022-2023 School year and had it approved by the School Committee.	School Site Council			X	
Intentional Practices for Improving Instruction – Engaged Learning	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Structured technology plan in place and all student devices ready to go for the launch of the 2021-2022 school year	Admin and IT Department	X			
At least one professional development session dedicated to 1:1 technology implementation conducted for all staff	Admin		X		
Technology platforms evaluated for impact for in-person learning and recommendations made for school budget in terms of technology purchases	Instructional Leadership Team			X	
Secure Phonics materials and Professional Development for appropriate grade levels and/or targeted students.	Literacy Coach and Principal	X			
Full implementation of selected phonics program in identified classrooms and mid-year review of preliminary data.	Classroom Teachers		X		
Phonics-focused data dive for each grade level to determine impact of the program and next steps for implementation in the 2022-2023 school year.	Instructional Leadership Team			X	
Student-Specific Supports and Instruction to All Students	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Student assessment plan developed for the 2021-2022 school year.	Instructional Leadership Team	X			
Utilize collected data from iReady Assessments, ST Math, Reading Conferences and other available programs to set goals for students and implement targeted differentiated supports to help students achieve those goals.	Teacher Teams		X		
Analysis of student data to determine the impact of supports that students received utilizing available data from multiple sources including iReady, ST Math, Reading Conferences and others.	Instructional Leadership Team			X	
Professional Development calendar planned to include professional development on Phonics, ST Math, 1:1 Technology, and Reading Conferences.	Admin	X			
Midyear check-in to ensure Professional Development is meeting teacher needs and on target to hit all subject areas.	Admin		X		
Professional Development effectiveness measured and analyzed and next steps identified for the 2022-2023 school year.	Instructional Leadership Team			X	

School Climate and Culture	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Green Program teacher team introduces revitalization plan to the staff	Teacher Team	X			
Review of Green Program data collection and DESSA Data to identify at-risk students and put supports in place	School Climate Committee		X		
School Climate Committee creates goals for the 2022-2023 school year based upon Green Program and DESSA Data	School Climate Committee			X	

Measuring Impact
Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.

Leadership, Shared Responsibility, and Professional Collaboration	Person Responsible	Date	Status
School-based committees will have been formed and meetings held based upon schedules established by each committee	Committee Leaders	June 2022	
Quality Improvement Plan for the 2022-2023 school year will be presented to and adopted by the School Site Council and approved by the Chief Schools Officer	Instructional Leadership Team	June 2022	
School Site Council will conduct at least two of the following: survey, forum, or other events that encourage community feedback about school-wide decisions	School Site Council	June 2022	
School Based Budget will be approved by the School Committee	School Site Council	June 2022	
Intentional Practices for Improving Instruction – Engaged Learning	Person Responsible	Date	Status
With the use of 1:1 devices, teachers will report an overall increase in targeted small group/individual instruction	Grade Level Teachers	June 2022	
Establish baseline data to identify appropriate expected growth measures using iReady assessments along with adopted program's assessments	Grade Level Teachers	February 2022	
Student-Specific Supports and Instruction to All Students	Person Responsible	Date	Status
As a result of targeted differentiated supports including the use of 1:1 devices 85% of students will experience "typical growth" in math and reading as measured by iReady Benchmark Assessments.	Grade Level Teachers	June 2022	
School Climate and Culture	Person Responsible	Date	Status
With the revitalization of the Green Program, attendance initiatives, and utilization of data collected through the DESSA Screener, identified students will receive necessary supports which will result in a 50% decrease in Chronic Absenteeism.	Social Worker	June 2022	