

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2021-2022
Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

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 global 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

<p><u>Leadership, Shared Responsibility, and Professional Collaboration</u> 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.</p>	<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u> 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.</p>	<p><u>Student-Specific Supports and Instruction to All Students</u> 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.</p>	<p><u>School Climate and Culture</u> Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
<ul style="list-style-type: none"> • Reformation of School-based Committees • Continued Growth of School Site Council 	<ul style="list-style-type: none"> • 1:1 Technology Implementation • Focus on Foundational Academic Skills (ie Phonics) 	<ul style="list-style-type: none"> • Targeted Differentiated Support for Students • Continued Implementation of Initiatives (ST Math, Project Lead the Way, Reading Conferences) 	<ul style="list-style-type: none"> • 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

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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?

As of the mid-year iReady Benchmark Assessment in Mathematics, students continue to make progress toward meeting Grade Level expectations with 13% more students falling into the "At or Above Grade Level" category than at the beginning of the year. It is noticed that more concrete subject material such as Measurement and Data continue to be a strength for McAuliffe students while more conceptually based areas such as Algebraic Thinking are areas of growth. Working to help students understand the concepts behind mathematical computations and to be able to think through multistep word problems will help them gain skills with these more conceptual standards.

In examining our Mid-Year iReady Assessment data, it is noticed that the number of students in Tier 1 and Tier 2 at every grade level has increased and the number of students in Tier 3 has decreased. There are prominent strengths in Kindergarten and 3rd Grade with 53% and 64% of students performing at or above grade level respectively. The Vocabulary and Informational Text Comprehension sections of the assessment are the areas of lowest progress with the highest percentage of students still performing below grade level at each grade. Literature Comprehension and High Frequency Words are the areas of the test across grade levels where students performed the best. Continuing to provide students with experiences to help them build their vocabulary about the world around them and incorporating more Science and Social Studies into the curriculum will help support the building of these areas along with more Phonological Awareness and Phonics skills in the early grades to help them access higher level vocabulary words as they progress will be important.

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

Areas of particular strength for our school lie in the performance of our Lowest Performing Students in both ELA and Math. The targeted interventions that are identified and provided to these students are helping to show gains in their Achievement between 3rd and 4th grade. Math Intervention, Leveled Literacy Intervention, Lexia, and specialized instruction in English Language and Special Education services are providing students with the skills that they need to show success. Another area is in Growth between 3rd and 4th grade. While students are not making their achievement levels as specified by the state, they are showing growth between each school year.

Another area where we are noticing our students making great gains is in English Language Proficiency. In looking at our MCAS scores in the year since we moved toward an inclusion model for working with our newest EL students, we have gone from earning one point in our students making English Language Proficiency to earning the maximum of 4 points in that area. At the same time, however, there is still a gap in the achievement scores of our EL students when compared to other McAuliffe students that we need to continue to tackle. Current iReady data is showing that many of our EL students are making expected growth. Over 50% of our EL students have made 50% of their growth at the midway point of the year in ELA and just under 50% have made that growth in Math. We have been working through the TAT process with a number of our EL students to identify whether a lack of growth is due to a deficit in language or some other factor that we need to address for those students.

We are seeing some of the least amounts of gains among our Special Education population. The data, however, is difficult to delineate in some cases due to the small population size of our students with Individualized Education Plans at some grade levels and the transiency of this group from year-to-year, not allowing growth to be measured. We are looking at restructuring our Special Education services to accommodate a more individualized needs-based model, rather than a strictly grade level based model for service delivery. This will allow students access to more precisely geared instruction to meet their needs..

Monitoring Progress - Process Benchmarks
What will be done, when, and by whom

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<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	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	
<i>Elections for the open seats on the School Site Councils for the 2020-2021 School Year will be set as will the first meeting of the committee</i>	Principal	X			
<i>School Site Council will have met on a monthly basis and using the ACE Habits of Mind, conducted analysis of goals set forth for the 2020-2021 School Year</i>	School Site Council		X		
<i>School Site Site will have proposed a School Site Budget for the 2021-2022 School year and had it approved by the School Committee</i>	School Site Council			X	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	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	
<u>Student-Specific Supports and Instruction to All Students</u>	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	

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<u>School Climate and Culture</u>	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 <i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	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	
<i>School Site Council will meet at least monthly</i>	<i>Principal and Co-Chair</i>	<i>June 2021</i>	
<i>School Based Budget will be approved by the School Committee</i>	<i>School Site Council</i>	<i>June 2021</i>	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	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	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
As a result of the implementation of ST Math in 1st-4th Grade, 90% of students in those grades will experience at least 1 year growth as measured by the iReady Benchmark Assessments.	Grade Level Teachers	June 2021	
As a result of the restructuring of our English Learners Program, 85% of EL students will experience at least two levels of growth in each domain as indicated by the WIDA Can Do Descriptors.	EL Committee	June 2021	
As a result of the restructuring of our Special Education service delivery model, 100% of students will achieve at least 90% of the benchmarks described in their Individualized Education Program (IEP).	Special Education Team	June 2021	
<u>School Climate and Culture</u>	Person Responsible	Date	Status
With the change to a mostly virtual program and the implementation of the DESSA Tool, we will be establishing a goal based upon the data gathered from DESSA once we have a better understanding of what that data will look like.	Social Worker	June 2021	