

**LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021**  
**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: Kerrie D’Entremont, Jessica Dearborn, Jessica Miller, Tara Oslan, Maria Perez**  
**Community Partner: Alison Quandt Westgate (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**

<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b><u>School Climate and Culture</u></b>
<p>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>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.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>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>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i></p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p>
<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• School Site Council</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Project Lead The Way</li> </ul>	<ul style="list-style-type: none"> <li>• ST Math</li> <li>• English Learners Support Structures</li> <li>• Special Education Support Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying Prevention Team and Social Emotional Learning Curriculum Development</li> </ul>

**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, MCAS Data, Attendance Data, WIDA Access Testing, 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?

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This year we have initiated a book study of *A Teacher’s Guide to Reading Conferences* book study for the entire staff. The purpose of this book study is to prioritize ongoing, targeted reading instruction for individual students. All instructional staff members, including Paraprofessionals, are reading the book and practicing the implementation of at least 4 of the 6 identified conference types with every student. Each student has an identified reading goal that was created collaboratively between the student and the teacher to target skills to meet that student’s specific needs. During the conferences, students are taught strategies specific to the skills identified in those goals so they can practice during Independent Reading. By the end of the school year, the goal is for 85% of all students to have achieved their individualized reading goals set during these conferences.

The Bullying Prevention Team is continuing our efforts in incorporating the work of Jessica Minahan into the Social Emotional Learning of the school. The staff has identified seven underdeveloped skills that they recognize in our students and each month we focus on learning about those skills in a variety of teaching methodologies. The team itself has created a Google Drive folder with resources including PowerPoints, discussion questions, scenario cards accompanied by conversation starters, lesson plans, and videos for teachers to use in their classrooms. This along with Second Step Curriculum are implemented on a weekly basis during Morning Meeting.

Both of these initiatives are large undertakings and will require ongoing efforts to learn and sustain academic progress for our students. This year was spent building and training teachers in both of these programs with the understanding that they will be further implemented and assessed in coming years.

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*

<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Formation of the Instructional Leadership Team for the 2020-2021 School Year	Principal	X			

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The Instructional Leadership Team will have identified a problem of practice and developed an action plan for addressing the identified issue	Instructional Leadership Team		X		
The Quality Improvement Plan for the 2021-2022 school year, based on draft developed by the Instructional Leadership Team, will be adopted by the School Site Council and approved by Chief Schools Officer	Instructional Leadership Team			X	
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	Principal	X			
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	School Site Council		X		
School Site Site will have proposed a School Site Budget for the 2021-2022 School year and had it approved by the School Committee	School Site Council			X	
<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Using the 2020-2021 ELA Scope and Sequences, teachers will create a timeline for Reading Conferences to occur in their classrooms during the school year	Literacy Coach and Grade Level Teachers	X			
All students will have taken part in an Assessment Conference, Goal Setting Conference and at least one other type of conference and have a documented goal to work toward for the 2020-2021 School Year	Classroom Teachers		X		
All student progress toward their agreed upon goals will be recorded and prepared to be passed on to their teacher for next year	Classroom Teachers			X	
One McAuliffe Teacher will have participated in the week long Project Lead The Way summer training	Principal and Selected Teacher	X			
Application will be submitted for the Project Lead The Way Launch Grant for the 2021-2022 School Year	Principal and Science Lead		X		
Trained teacher will have implemented at least one of the Project Lead the Way modules with his/her students	Selected Teacher			X	
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
ST Math Schedule created and distributed to staff	Math Coach	X			
Initial ST Math usage and progress data examined by grade level teams during Common Planning Time	Math Coach and Grade Level Teachers		X		
Three Professional Development sessions held for teachers on the implementation of ST Math in their classrooms	Math Coach and Principal			X	
English Learner staff schedules created based upon student needs as determined by MCAS and WIDA scores	ELs Committee	X			
Targeted interventions set-up for ELs students based upon early assessment (iReady and F&P) data as well as classroom performance	ELs Committee		X		
Available student assessment data analyzed to determine schoolwide progress toward narrowing achievement gap for English Learners	ELs Committee			X	
Needs analysis for students with IEPs completed and initial grade level schedules created	Special Education Teachers	X			
Student needs analyzed and cross-grade-level, needs based groups created to provide services based upon student needs	Special Education Team		X		
Schedule modified to create needs-based groups paired with teacher strengths rather than grade levels for servicing students with IEPs	Special Education Team			X	
<b><u>School Climate and Culture</u></b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Bullying Prevention Team sets up Scope and Sequence for school wide Social Emotional Learning Curriculum and publishes for implementation	Bullying Prevention Team	X			

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Bullying Prevention Team analyzes progress toward goals set at the beginning of the year in regard to 1st 3 Days activities, reporting and prevention of bullying, and use of Social Emotional Learning curriculum, including Second Step	Bullying Prevention Team		X		
Bullying Prevention Team creates goals for the 2021-2022 school year based upon reanalysis of Underdeveloped Skills as described by the work of Jessica Minahan	Bullying Prevention Team			X	

<b>Measuring Impact</b>			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
The Instructional Leadership Team will meet at least monthly	Principal	June 2021	
Quality Improvement Plan for the 2021=2022 school year will be presented to and adopted by the School Site Council and approved by the Chief Schools Officer	Instructional Leadership Team	June 2021	
School Site Council will meet at least monthly	Principal and Co-Chair	June 2021	
School Based Budget will be approved by the School Committee	School Site Council	June 2021	
<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
As a result of the implementation of the skills developed through the study of a Teacher’s Guide to Reading Conferences, 85% of all students will achieve at least one of the reading goals established on their Skills Progression Worksheet during the 2020-2021 school year	Grade Level Teachers	June 2021	
By the end of the 2020-2021 school year, at least one teacher will be trained in an appropriate Project Lead the Way module based upon the parameters set out for grant implementation	Selected Teachers and Science Lead	June 2021	
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
As a result of the implementation of ST Math in 1st-4th Grade, all students 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, EL students will experience an average of 1.5 grade levels of growth each year as measured by the iReady Benchmark Assessments.	EL Committee	June 2021	
As a result of the restructuring of our Special Education Program, students with IEPs will experience an average of 1.5 grade levels of growth each year as measured by the iReady Benchmark Assessments.	Special Education Team	June 2021	
<b><u>School Climate and Culture</u></b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
As a result of the implementation of the Social Emotional Learning curriculum laid out by the Bullying Prevention Team, there will be an increase in the number of students who remain Green during 8 of the 10 measured months of the 2020-2021 school year when compared to the 2019-2020 school year.	Social Worker	June 2021	