

## **A. Drewicz Elementary School**

### **School Improvement Plan**

**May 2012**

#### **PIM Team Members**

**Bernadette Stamm, Principal**  
**Marijean Halas, Reading Teacher**  
**Nicole O’Leary, Teacher**  
**David Mooney, Teacher**  
**Phyllis Fogarty, Teacher**  
**Carole Bombard, ESL Specialist**  
**Lisa Malone, Parent**

#### **School Council Members**

**Bernadette Stamm, Principal**  
**Marijean Halas, Reading Teacher**  
**Lisa Malone, Parent**

## EXECUTIVE SUMMARY

### School Profile and Demographics

The Alphonse Drewicz Elementary School is one of seventeen elementary schools in the City of Lynn situated near the center of the community. Based on annual enrollment reports as of October 1, 2011 the school has a student population of approximately 426 students, making A.Drewicz a relatively mid-sized school. Demographically the student population is 6.6% African American, 19.7% Asian, 57.7% Hispanic, 0.2% Native American, 12.9% Caucasian and 2.8% Multi – Race, Non-Hispanic.

The student population is composed of 65.7% of students whose first language is not English, 29.6% who are Limited English Proficient, 89.4% who are low income and 16.5% who receive services from the Special Education Department. Drewicz is a Title I school with one self-contained classroom for severe cognitively delayed students as well as seven coach program integrated classrooms. All classrooms are incorporating standard English Language Learner strategies, i.e. posted / stated ELA/MATH standards and agendas, increased vocabulary instruction, word walls, cueing, paired and team support and / or an increase in Tier-three small group instructional time, to support the needs of all students.

## Enrollment Data 2011-2012

| School    | Number  | % African American | % Asian | % Hispanic | % Native American | % White | % Multi Race, Non-Hispanic | % FLNE | % LEP | % Low Income | % Special Ed |
|-----------|---------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|
| A.Drewicz | 426     | 6.6                | 19.7    | 57.7       | 0.2               | 12.9    | 2.8                        | 65.7   | 29.6  | 89.4         | 16.5         |
| Lynn      | 13,731  | 12                 | 10      | 51         | 0.3               | 23.1    | 3.5                        | 53.6   | 19.6  | 82.4         | 16.5         |
| State     | 953,369 | 8.3                | 5.7     | 16.1       | 0.2               | 67      | 2.5                        | 16.7   | 7.3   | 35.2         | 17           |

### NCLB Status

Drewicz has a Composite Performance Index (CPI) of 75.5 in English Language Arts (ELA) and a CPI in Mathematics of 77.0. Drewicz made AYP in ELA in the aggregate and all subgroups. In Mathematics we did not make AYP in the aggregate but it was made in LEP and Hispanic subgroups. For Math, A. Drewicz has an NCLB Accountability Status of **Improvement (Year 2)** and an Improvement Rating of **No Change**. For ELA the NCLB Accountability Status is **Restructuring (Year 2- Subgroups)** with an Improvement Rating of **No Change** according to the regulations of the No Child Left Behind Act of 2001 (NCLB). Based on the improvements that Drewicz School attained, the state has identified us as having made AYP in ELA through Safe Harbor status. Drewicz has been identified as a **Commonwealth Priority school**. Due to this identified status, we receive the following support from the district:

- School choice for students interested in moving to another school in the district
- Supplemental educational services for struggling students
- Technical assistance in data analysis
- Assistance in writing and implementing the school improvement plan

## MCAS Results

The following charts show the percentage for the years reported of A. Drewicz’s students in each of the reporting categories, Advanced/P+, Proficient, Needs Improvement, and Warning, for the third, fourth, and fifth grade MCAS English Language Arts (ELA) and Math tests. In certain categories scores were not reported in previous years.

| Grade 3 Reading | P+     |      | Proficient |      | Needs Improvement |      | Warning |      |
|-----------------|--------|------|------------|------|-------------------|------|---------|------|
|                 | School | Lynn | School     | Lynn | School            | Lynn | School  | Lynn |
| 2002            | NA     |      | 42         | 49   | 48                | 43   | 10      | 8    |
| 2003            | NA     |      | 47         | 46   | 43                | 43   | 10      | 11   |
| 2004            | NA     |      | 36         | 51   | 56                | 40   | 8       | 9    |
| 2005            | NA     |      | 42         | 49   | 48                | 40   | 9       | 11   |
| 2006            | 5      | 10   | 27         | 30   | 52                | 47   | 16      | 13   |
| 2007            | 5      | 6    | 20         | 35   | 52                | 28   | 23      | 25   |
| 2008            | 2      | 6    | 24         | 33   | 49                | 41   | 25      | 20   |
| 2009            | 2      | 5    | 32         | 35   | 52                | 30   | 14      | 26   |
| 2010            | 2      | 7    | 52         | 38   | 44                | 43   | 2       | 13   |
| 2011            | 7      | 6    | 38         | 41   | 47                | 41   | 7       | 12   |

| Grade 3 Math | Advanced |      | Proficient |      | Needs Improvement |      | Warning |      |
|--------------|----------|------|------------|------|-------------------|------|---------|------|
|              | School   | Lynn | School     | Lynn | School            | Lynn | School  | Lynn |
| 2002         |          |      |            |      |                   |      |         |      |
| 2003         |          |      |            |      |                   |      |         |      |
| 2004         |          |      |            |      |                   |      |         |      |
| 2005         |          |      |            |      |                   |      |         |      |
| 2006         | 2        | 2    | 27         | 32   | 45                | 37   | 25      | 29   |
| 2007         | 27       | 12   | 20         | 35   | 23                | 28   | 30      | 25   |
| 2008         | 11       | 16   | 35         | 35   | 29                | 28   | 25      | 21   |
| 2009         | 9        | 9    | 36         | 35   | 36                | 30   | 20      | 26   |
| 2010         | 15       | 13   | 44         | 36   | 22                | 32   | 15      | 19   |
| 2011         | 9        | 8    | 53         | 47   | 31                | 31   | 7       | 14   |

| Grade 4<br>ELA | Advanced |      | Proficient |      | Needs<br>Improvement |      | Warning |      |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
|                | School   | Lynn | School     | Lynn | School               | Lynn | School  | Lynn |
| 2002           | 2        | 1    | 29         | 33   | 45                   | 49   | 25      | 16   |
| 2003           | 0        | 3    | 22         | 35   | 64                   | 46   | 14      | 17   |
| 2004           | 5        | 3    | 37         | 36   | 47                   | 47   | 12      | 13   |
| 2005           | 2        | 4    | 31         | 32   | 51                   | 47   | 16      | 17   |
| 2006           | 2        | 4    | 36         | 35   | 45                   | 46   | 17      | 15   |
| 2007           | 0        | 3    | 30         | 35   | 52                   | 44   | 18      | 18   |
| 2008           | 0        | 3    | 19         | 26   | 58                   | 49   | 23      | 22   |
| 2009           | 0        | 4    | 15         | 28   | 59                   | 44   | 26      | 23   |
| 2010           | 0        | 2    | 15         | 29   | 70                   | 50   | 15      | 20   |
| 2011           | 2        | 3    | 33         | 30   | 52                   | 46   | 14      | 22   |

| Grade 4<br>Math | Advanced |      | Proficient |      | Needs<br>Improvement |      | Warning |      |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
|                 | School   | Lynn | School     | Lynn | School               | Lynn | School  | Lynn |
| 2002            | 0        | 5    | 24         | 19   | 53                   | 46   | 24      | 31   |
| 2003            | 2        | 5    | 16         | 20   | 52                   | 50   | 31      | 25   |
| 2004            | 3        | 6    | 16         | 22   | 62                   | 54   | 18      | 18   |
| 2005            | 2        | 7    | 10         | 19   | 56                   | 53   | 31      | 21   |
| 2006            | 7        | 8    | 19         | 19   | 50                   | 52   | 24      | 20   |
| 2007            | 9        | 11   | 23         | 27   | 45                   | 43   | 23      | 19   |
| 2008            | 10       | 10   | 13         | 24   | 58                   | 44   | 19      | 22   |
| 2009            | 2        | 7    | 17         | 23   | 50                   | 48   | 30      | 22   |
| 2010            | 9        | 9    | 36         | 26   | 49                   | 48   | 6       | 17   |
| 2011            | 3        | 7    | 34         | 23   | 52                   | 49   | 10      | 21   |

| Grade 5<br>ELA | Advanced |      | Proficient |      | Needs<br>Improvement |      | Warning |      |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
|                | School   | Lynn | School     | Lynn | School               | Lynn | School  | Lynn |
| 2006           | 4        | 8    | 43         | 37   | 44                   | 42   | 9       | 14   |
| 2007           | 5        | 6    | 42         | 46   | 35                   | 35   | 18      | 12   |
| 2008           | 2        | 6    | 31         | 40   | 48                   | 40   | 19      | 14   |
| 2009           | 2        | 6    | 31         | 36   | 51                   | 40   | 17      | 18   |
| 2010           | 0        | 6    | 42         | 37   | 37                   | 38   | 21      | 18   |
| 2011           | 2        | 7    | 53         | 44   | 36                   | 34   | 9       | 15   |

| Grade 5<br>Math | Advanced |      | Proficient |      | Needs<br>Improvement |      | Warning |      |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
|                 | School   | Lynn | School     | Lynn | School               | Lynn | School  | Lynn |
| 2006            | 4        | 9    | 20         | 23   | 57                   | 35   | 19      | 33   |
| 2007            | 9        | 10   | 35         | 33   | 25                   | 37   | 31      | 19   |
| 2008            | 10       | 13   | 12         | 25   | 55                   | 37   | 24      | 25   |
| 2009            | 7        | 11   | 15         | 27   | 36                   | 28   | 42      | 34   |
| 2010            | 16       | 12   | 13         | 24   | 53                   | 37   | 18      | 27   |
| 2011            | 11       | 12   | 38         | 34   | 32                   | 33   | 19      | 21   |

## Student Growth Percentile by School and Grade

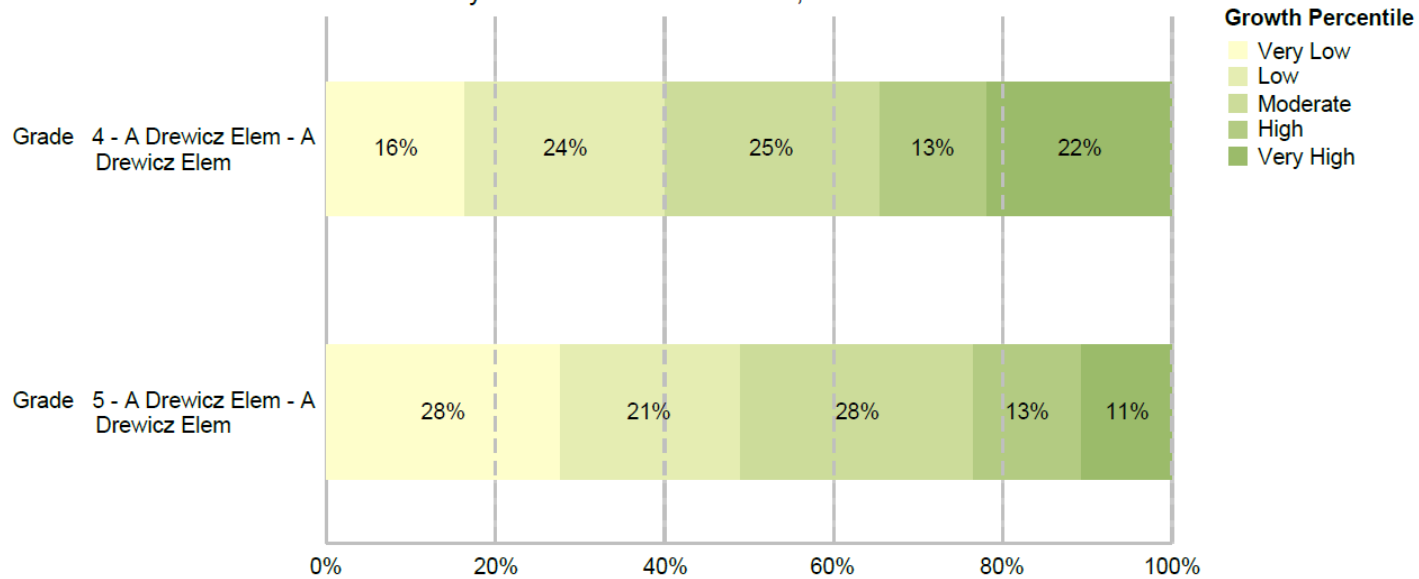
For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High

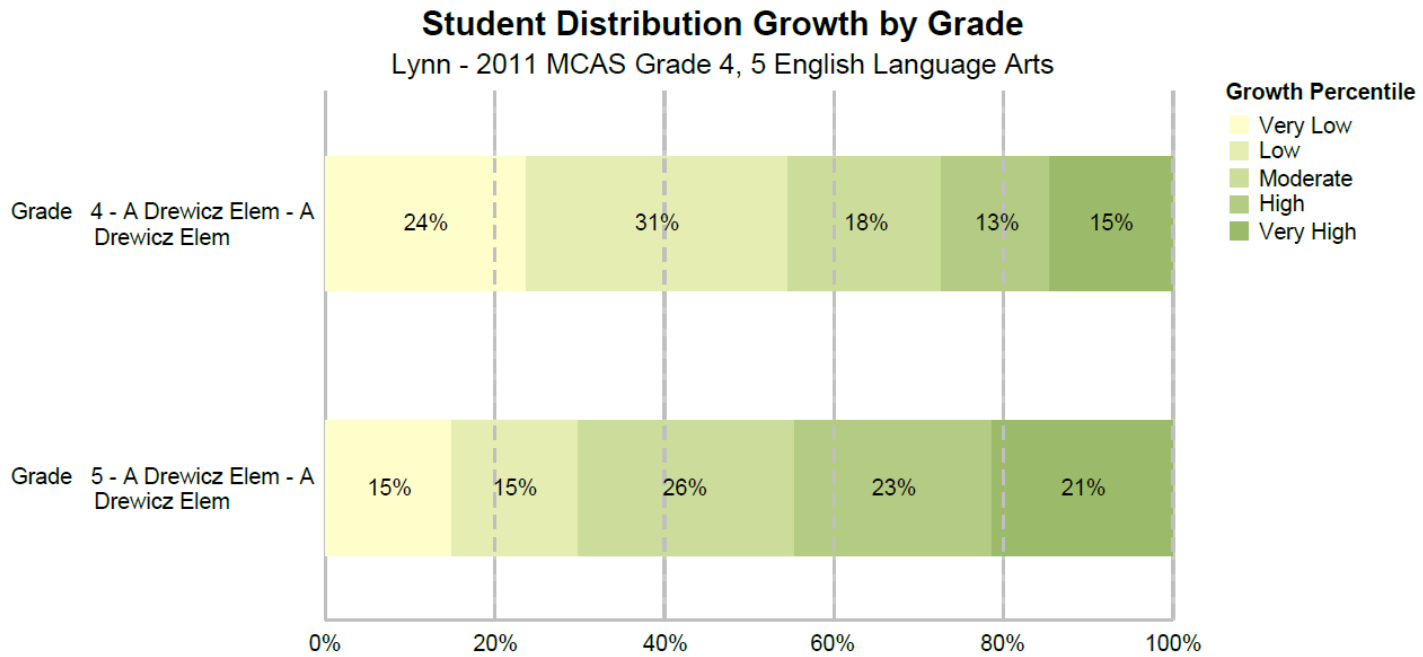


### District Growth Distribution

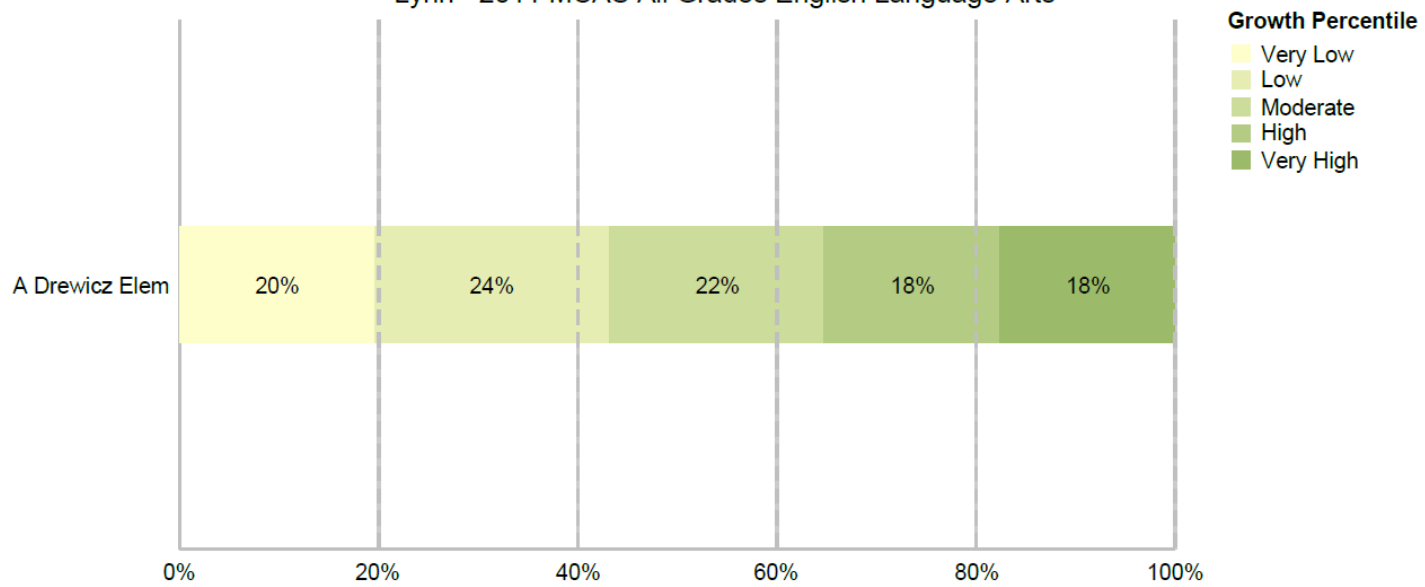
#### Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics

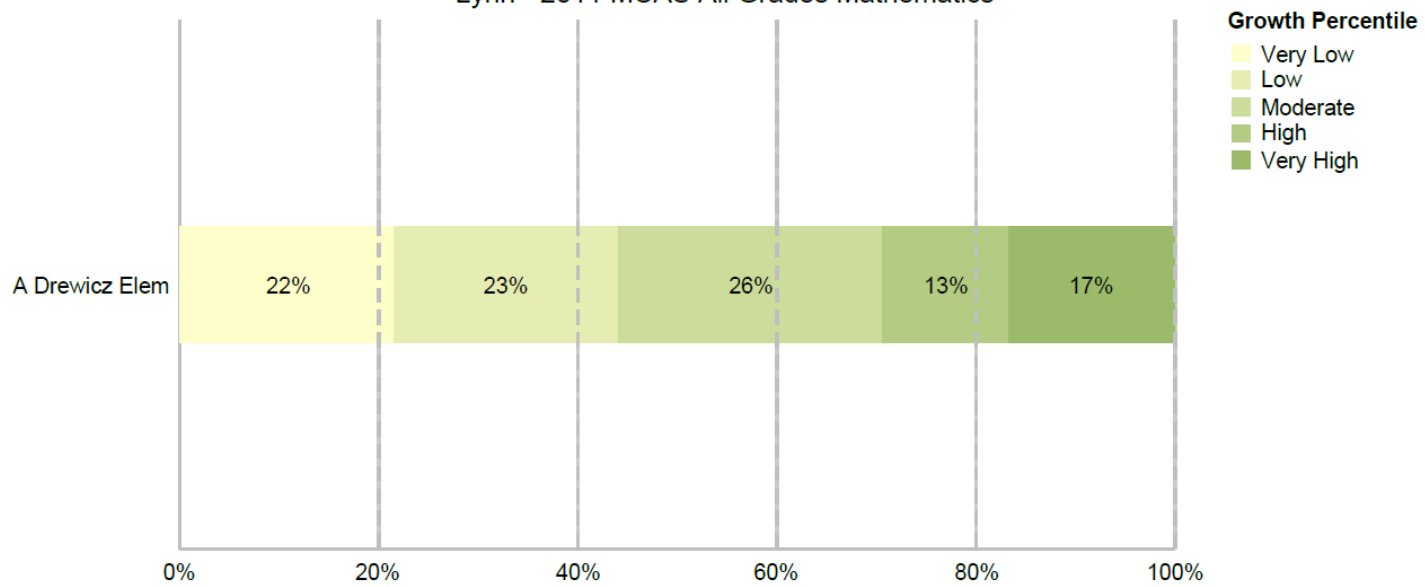




**Student Growth Distribution by School**  
 Lynn - 2011 MCAS All Grades English Language Arts



**Student Growth Distribution by School**  
 Lynn - 2011 MCAS All Grades Mathematics





### DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three, four and five.

The following charts show the percentage of A. Drewicz students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the school years of 2007 through 2011.

#### Kindergarten- Drewicz

| Test                  | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                       |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Letter Naming Fluency | Fall           | 46          | 33   | 22 | 55          | 12   | 34 | 55          | 18   | 27 | 55          | 19   | 26 | 51          | 19   | 30 |
|                       | Winter         | 57          | 24   | 19 | 53          | 32   | 15 | 61          | 15   | 24 | 62          | 20   | 18 | 61          | 21   | 18 |
|                       | Spring         | 76          | 13   | 11 | 51          | 23   | 26 | 62          | 26   | 12 | 65          | 13   | 22 | 55          | 17   | 28 |

| Test                  | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                       |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Initial Sound Fluency | Fall           | 41          | 22   | 37 | 40          | 28   | 32 | 39          | 20   | 41 | 45          | 26   | 29 | 35          | 26   | 39 |
|                       | Winter         | 17          | 55   | 29 | 36          | 46   | 18 | 17          | 50   | 33 | 39          | 40   | 21 |             |      |    |
|                       | Spring         | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |

| Test                         | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                              |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Phoneme Segmentation Fluency | Fall           | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |
|                              | Winter         | 14          | 57   | 29 | 26          | 32   | 42 | 17          | 50   | 33 | 41          | 38   | 21 | 33          | 30   | 37 |
|                              | Spring         | 74          | 24   | 3  | 60          | 15   | 26 | 37          | 38   | 25 | 74          | 16   | 10 | 49          | 23   | 28 |

| Test                   | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                        |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Nonsense Words Fluency | Fall           | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |
|                        | Winter         | 45          | 29   | 26 | 60          | 19   | 21 | 39          | 33   | 28 | 66          | 15   | 19 | 50          | 23   | 27 |
|                        | Spring         | 84          | 11   | 5  | 38          | 34   | 28 | 56          | 25   | 19 | 65          | 21   | 14 | 39          | 35   | 26 |

**Grade 1-Drewicz**

| Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Fall           | 50          | 28   | 22 | 60          | 25   | 14 | 51          | 23   | 26 | 56          | 29   | 15 | 64          | 30   | 6  |
| Winter         | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |
| Spring         | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |

| Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Fall           | 17          | 42   | 41 | 62          | 27   | 11 | 44          | 36   | 20 | 52          | 34   | 14 | 40          | 35   | 25 |
| Winter         | 58          | 31   | 12 | 85          | 11   | 4  | 85          | 11   | 4  | 96          | 4    | 0  | 92          | 7    | 1  |
| Spring         | 79          | 31   | 7  | 89          | 9    | 2  | 86          | 14   | 0  | 97          | 3    | 0  | 93          | 6    | 1  |

| Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Fall           | 22          | 25   | 53 | 60          | 33   | 7  | 48          | 27   | 25 | 50          | 35   | 15 | 51          | 28   | 21 |
| Winter         | 21          | 44   | 36 | 55          | 36   | 9  | 54          | 31   | 15 | 51          | 45   | 4  | 68          | 20   | 12 |
| Spring         | 39          | 45   | 16 | 67          | 25   | 7  | 72          | 16   | 12 | 85          | 12   | 3  | 65          | 15   | 20 |

| Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Fall           | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |
| Winter         | 31          | 38   | 31 | 58          | 31   | 11 | 65          | 20   | 15 | 53          | 40   | 7  | 59          | 37   | 4  |
| Spring         | 40          | 33   | 27 | 67          | 27   | 7  | 65          | 20   | 15 | 71          | 21   | 8  | 68          | 20   | 12 |

**Grade 2- Drewicz**

| Test                  | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                       |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| Nonsense Word Fluency | Fall           | 52          | 31   | 17 | 41          | 16   | 9  | 59          | 28   | 13 | 82          | 12   | 6  | 73          | 17   | 10 |
|                       | Winter         | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |
|                       | Spring         | NA          |      |    |             |      |    |             |      |    |             |      |    |             |      |    |

| Test                               | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                                    |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall           | 45          | 33   | 22 | 45          | 29   | 26 | 52          | 32   | 16 | 72          | 20   | 8  | 68          | 16   | 16 |
|                                    | Winter         | 53          | 10   | 37 | 52          | 15   | 32 | 68          | 14   | 18 | 69          | 21   | 10 | 70          | 7    | 23 |
|                                    | Spring         | 43          | 25   | 32 | 36          | 24   | 39 | 58          | 21   | 21 | 61          | 24   | 15 | 64          | 14   | 22 |

**Grade 3- Drewicz**

| Test                               | Testing Period | 2007 Risk % |      |    | 2008 Risk % |      |    | 2009 Risk % |      |    | 2010 Risk % |      |    | 2011 Risk % |      |    |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
|                                    |                | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At | Low         | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall           |             |      |    | 32          | 41   | 27 | 43          | 28   | 29 | 67          | 23   | 10 | 64          | 21   | 14 |
|                                    | Winter         |             |      |    | 29          | 41   | 30 | 48          | 21   | 31 | 68          | 23   | 9  | 71          | 18   | 11 |
|                                    | Spring         |             |      |    | 34          | 36   | 30 | 40          | 41   | 19 | 67          | 26   | 7  | 70          | 22   | 8  |

### Grade 4- Drewicz

| Test                                     | Testing Period | 2010 Risk % |      |    | 2011 Risk % |      |    |
|--|----------------|-------------|------|----|-------------|------|----|
|  |                | Low         | Some | At | Low         | Some | At |
| CBM Reading<br>(Oral Reading<br>Fluency) | Fall           | 43          | 35   | 22 | 52          | 21   | 27 |
|  | Winter         | 58          | 19   | 23 | 62          | 23   | 15 |
|  | Spring         | 51          | 17   | 32 | 48          | 33   | 19 |

### Grade 5- Drewicz

| Test                                     | Testing Period | 2010 Risk % |      |    | 2011 Risk % |      |    |
|--|----------------|-------------|------|----|-------------|------|----|
|  |                | Low         | Some | At | Low         | Some | At |
| CBM Reading<br>(Oral Reading<br>Fluency) | Fall           | 57          | 31   | 12 | 56          | 19   | 25 |
|  | Winter         | 62          | 20   | 18 | 60          | 19   | 21 |
|  | Spring         | 55          | 30   | 15 | 56          | 25   | 19 |

### Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from the A. Drewicz Elementary current improvement plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

| Measurable Goals   | Strategies   | Implementation Status   |
|--|--|---|
| <b>1. To meet the state target for AYP in ELA for the aggregate and all sub groups.</b>  | Teachers introduced a new word daily and encouraged students to speak in complete sentences by modeling their use and requiring students to make oral presentations through projects journals, and articles, etc.: <ul style="list-style-type: none"> <li>• Word study through the meaningful use of dictionaries, thesauruses and word walls.</li> <li>• Strategies for understanding unknown words in context</li> <li>• Opportunities for formal/informal presentations</li> <li>• Comprehensible graphic organizers</li> </ul> | Teachers in Grades K-5 used Word of the Day to introduce new vocabulary. Teachers in all grades used dictionaries, thesauruses, and word walls as appropriate for each grade. Teachers in all grades used charts and graphs. Teachers in all grades scaffolded and assigned oral presentations. |
|  | Teachers scaffolded models of writing instruction which lead to clear topic development in sentences, paragraphs, and essays emphasizing genre.  | Teachers in grades K through five taught writing using Harcourt Trophies reading series and/or LPS approved writing programs.   |
|  | Teachers scaffolded responses to appropriate prompts/questions with regards to text and provide opportunities for children to respond to prompts and questions independently.  | Teachers regularly scaffolded how to answer open response questions and verbal inquiries.   |
|  | Teachers at all grade levels provided direct grammar instruction based on the approved LPS ELA curriculum,   | Teachers in grades K-5 taught grammar using Trophies Reading Series along with approved LPS ELA curriculum.   |
| <b>2. To meet the state target for AYP in Math for the aggregate and all sub groups.</b> | Teachers incorporated additional practice of grade level basic math facts, computation problems, and daily skip counting.  | Teachers in grades K-5 used Houghton Mifflin Math, math minutes and any approved LPS math materials.  |
|  | Students had opportunities to practice and apply strategies to solve multi-step math questions.  | Teachers scaffolded strategies to solve multi – step math problems.   |
|  | Teachers incorporated daily practice of number sense standards with a focus on place value, fractions and decimals.  | Teachers in grades K-5 used Houghton Mifflin Math and any approved LPS math materials to teach number sense.  |
|  | Teachers provided practice of all data and probability standards focusing on graphing.   | Teachers in grades K-5 utilized the Houghton Mifflin Math program and LPS approved math materials to scaffold interpreting data.  |

## **A. Drewicz Elementary SY 2012-2013 School Improvement Plan**

Due to NCLB and since the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goals continue to be:

- **To make AYP in ELA for the aggregate and all subgroups.**
- **To make AYP in Mathematics for the aggregate and all subgroups.**

### **Data Analysis / Strengths and Weaknesses**

The 2011 AYP report (attached with NCLB and DIBELS Results Report Cards) shows that Drewicz has made an increase in English Language Arts and in Mathematics in the CPI. With these results in both ELA and Mathematics our school has continued to focus on ELA and Mathematics during the current school year 2011– 2012. Teachers have participated in professional development for ELA and Math, which include Using Data to Improve Learning, Response to Intervention in ELA and Math, WEX writing program, LPS Phonics Binder Program, and DIBELS/MAZE Training (K-5) and ELA/Math coaching. Teachers have continued to work towards the district goal of completing the four categories of Sheltered English Immersion Professional Development. We have continued an after school program for both ELA and Math for students identified as needing extra help. Our school has also focused instruction on standards identified as problem areas based on data analysis of MCAS results. We continue to address ELA /Math weaknesses with support of the Reading Specialists, Resource Teachers, ESL Specialist, Reading Coach, Math Coach and Science teacher.

#### **Weaknesses in ELA:**

- Identifying facts and evidence
- Topic Development/Genre
- Vocabulary
- Grammar

#### **Weaknesses in Math:**

- Number Sense Standards
- Basic Facts
- Multi – Step Math Problems
- Interpreting Data and Classifying Outcomes of Probability

## **Student Learning Objectives**

The action plan that follows outlines the eight student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year.

- All students will be able to express multiple usages of the daily vocabulary word, including content vocabulary.
- All students will be able to construct a developmentally appropriate sentence/paragraph and/or essay with clear focus, coherent organization, and sufficient detail within different genre.
- All students will be able to read and identify facts and evidence in order to interpret and analyze text.
- All students will be able to identify, and apply standard English grammar in academic areas.
- All students will be able to identify and apply number sense in all math operations.
- All students will be able to learn and apply math operations and basic grade level math facts to computation problems.
- All students will be able to read, interpret and apply appropriate math solutions strategies for multi-step problem solving.
- All students will be able to interpret graphing data.

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |   |
|------------------------------------|---|
| <b>Goal</b>                        | <b>To meet the state target for AYP in ELA for the aggregate and all sub groups.</b>                                |
| <b>Identified Student Weakness</b> | <b>Vocabulary development in all academic areas is weak.</b>  |
| <b>Student Learning Objective</b>  | <b>Students will be able to express multiple usages of the daily vocabulary word, including content vocabulary.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>  | <b>Timeline<br/>(When)</b> | <b>Resources Needed</b>   | <b>Method of Collecting Evidence</b>   |
|--|----------------------------|---|--|
| <b>A Word a Day in Every Way. A three tier vocabulary train will be constructed throughout the entire school building. Teachers will submit to the office a grade level list consisting of 40 words which will be used daily as part of the morning announcements. The entire school community will be involved. Students will be able to express multiple usages of the daily vocabulary word, which will be placed on the train.</b> | <b>Daily<br/>2012-2013</b> | <b>Content vocabulary, key assessment prompt words, dictionaries, thesaurus</b> | <b>Teachers will submit student word usage to the principal to be displayed on the three tiered train.</b> |



**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |   |
|------------------------------------|---|
| <b>Goal</b>                        | <b>To meet the state target for AYP in ELA for the aggregate and all sub groups.</b>  |
| <b>Identified Student Weakness</b> | <b>Poor topic development</b>   |
| <b>Student Learning Objective</b>  | <b>Students will be able to construct a developmentally appropriate sentence/ paragraph and or essay with clear focus, coherent organization, and sufficient detail within different genre.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>  | <b>Timeline<br/>(When)</b>       | <b>Resources Needed</b>   | <b>Method of Collecting Evidence</b>  |
|--|----------------------------------|---|---|
| <b>Teachers will use a scaffold model of writing instruction, which will lead to clear topic development in sentences/paragraphs/essays emphasizing genre.</b> | <b>School Year<br/>2012-2013</b> | <b>Trophies Reading series<br/>and/or LPS approved<br/>writing programs</b> | <b>Monthly student work samples<br/>and open response journals,<br/>writing folders</b> |

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |   |
|------------------------------------|---|
| <b>Goal</b>                        | <b>To meet the state target for AYP in ELA for the aggregate and all sub groups.</b>  |
| <b>Identified Student Weakness</b> | <b>Despite repeated instruction the students are unable to apply the basic reading comprehension strategies.</b>                    |
| <b>Student Learning Objective</b>  | <b>During the ELA program students will be able to read and identify facts and evidence in order to interpret and analyze text.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>   | <b>Timeline<br/>(When)</b>                 | <b>Resources Needed</b>   | <b>Method of Collecting Evidence</b>   |
|---|--|---|--|
| <b>Teachers at all grade levels will incorporate the Lynn Public Schools open response binder throughout the school year.</b> | <b>Daily<br/>School Year<br/>2012-2013</b> | <b>Trophies Reading Series<br/>and<br/>LPS Open Response<br/>Binder</b> | <b>Each month teachers will<br/>submit student work showing<br/>open response answers.</b> |

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |   |
|------------------------------------|---|
| <b>Goal</b>                        | <b>To meet the state target for AYP in ELA for the aggregate and all sub groups.</b>                    |
| <b>Identified Student Weakness</b> | <b>Grammar usage in academic areas</b>  |
| <b>Student Learning Objective</b>  | <b>Students will be able to identify, express and apply standard English grammar in academic areas.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>  | <b>Timeline<br/>(When)</b> | <b>Resources Needed</b>  | <b>Method of Collecting Evidence</b>  |
|--|----------------------------|--|---|
| <b>Teachers at all grade levels will give direct grade level grammar instruction based on the approved LPS ELA curriculum. This will be incorporated into their daily ELA instruction.</b> | <b>Daily<br/>2012-2013</b> | <b>Trophies Reading Series, LPS ELA binder and supplemental support materials such as Drops in the Bucket, Daily Language, and Daily Oral Language</b> | <b>Teachers will submit student work samples at the end of every month.</b> |

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |   |
|------------------------------------|---|
| <b>Goal</b>                        | <b>To Meet the State target for Adequate Yearly Progress (AYP) in Mathematics.</b>  |
| <b>Identified Student Weakness</b> | <b>Students are unable to read, interpret and apply appropriate math solutions strategies for multi-step problem solving.</b>   |
| <b>Student Learning Objective</b>  | <b>Students will be able to read, interpret and apply appropriate math solutions strategies for multi-step problem solving.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>   | <b>Timeline<br/>(When)</b>       | <b>Resources Needed</b>  | <b>Method of Collecting Evidence</b>   |
|---|----------------------------------|--|--|
| <b>Teachers at all grade levels will effectively model grade level problem solving strategies. Emphasis on multi-step problems.</b> | <b>School Year<br/>2012-2013</b> | <b>Houghton Mifflin Math Program, Problem Solvers, The Problem Solver-Creative Publications,<br/>Read It! Draw It! Solve It!<br/>Focus on Math</b> | <b>Teachers will submit monthly student work samples with shown and explained responses.</b> |

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |  |
|------------------------------------|--|
| <b>Goal</b>                        | <b>To Meet the State target for Adequate Yearly Progress (AYP) in Mathematics.</b>                             |
| <b>Identified Student Weakness</b> | <b>Students are unable to apply math operations and basic grade level math facts to computation problems.</b>  |
| <b>Student Learning Objective</b>  | <b>Students will learn and apply math operations and basic grade level math facts to computation problems.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>   | <b>Timeline<br/>(When)</b>       | <b>Resources Needed</b>   | <b>Method of Collecting Evidence</b>    |
|---|----------------------------------|---|---|
| <b>Teachers will incorporate additional practice of grade level basic math facts, computation problems, and daily skip counting into their class instruction.</b> | <b>School Year<br/>2012-2013</b> | <b>Houghton Mifflin Math Program, Math Minutes, flash cards, hundred charts and Focus on Math</b> | <b>Monthly assessment of math facts</b> |

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |   |
|------------------------------------|---|
| <b>Goal</b>                        | <b>To Meet the State target for Adequate Yearly Progress (AYP) in Mathematics.</b>      |
| <b>Identified Student Weakness</b> | <b>Students are unable to identify and apply number sense in all math operations.</b>   |
| <b>Student Learning Objective</b>  | <b>Students will be able to identify and apply number sense in all math operations.</b> |

| <b>Strategy/Action<br/>(What, Who, How)</b>   | <b>Timeline<br/>(When)</b>                 | <b>Resources Needed</b>  | <b>Method of Collecting Evidence</b>  |
|---|--|--|---|
| <b>Teachers will incorporate daily practice of number sense standards with a focus on place value, fractions, and decimals.</b> | <b>School Year<br/>2012-2013<br/>Daily</b> | <b>Houghton Mifflin Math Program, Calendar Math Kits, Drops in the Bucket, and Focus on Math</b> | <b>Grade level Data analysis of the trimester benchmarks of Calendar Math and AYP. Monthly work samples of place value, fractions, and or decimals.</b> |

**A. Drewicz Elementary SY 2012/2013 School Improvement Plan**

|                                    |  |
|------------------------------------|--|
| <b>Goal</b>                        | <b>To Meet the State target for Adequate Yearly Progress (AYP) in Mathematics.</b> |
| <b>Identified Student Weakness</b> | <b>Students are unable to interpret data and classify outcomes of probability.</b> |
| <b>Student Learning Objective</b>  | <b>Students will be able to interpret graphing data.</b>                           |

| <b>Strategy/Action<br/>(What, Who, How)</b>  | <b>Timeline<br/>(When)</b>                   | <b>Resources Needed</b>  | <b>Method of Collecting Evidence</b>   |
|--|--|--|--|
| <b>Teachers will incorporate weekly practice on data with a focus on graphing.</b> | <b>School Year<br/>2012-2013<br/>Monthly</b> | <b>Houghton Mifflin Math Program, Calendar Math Kits, recreated graphs</b> | <b>Monthly student work samples showing interpretation of graphing data.</b> |

## Parent and Community Involvement

This year the A. Drewicz Elementary School implemented the following parent involvement activities and will continue to do so in SY 12/13:

- **G.E. Power Lunch Reading Program**
- **G.E./Tufts University STOMP Robotics Program**
- **Junior Achievement**
- **K – 1 Leapfrog Lending Library**
- **Ice Cream Social and Book Fair**
- **Informational Booklets and Videos on a Variety of Topics – Parenting Center**
- **Translated notices and availability of Spanish and Khmer interpreters on –site**
- **Scholastic Book Fairs**
- **Yearly Musical Performance by students**
- **Welcome to Pre-K and Kindergarten Social**
- **Parent Handbook**
- **Community Awareness Program/Preventing Bullying**
- **Connect-Ed communication System**
- **PTO**
- **Winter Wonderland**
- **Pennies for Patients**
- **Box Tops for Education**
- **Forsythe Dental**
- **In School Professional Performances**
- **Library Volunteers**
- **Used Book Sales**
- **Bake Sales**
- **Field Day**
- **Chaperones**