

## **A. Drewicz Elementary School**

### **School Improvement Plan**

**May 2014**

#### **PIM Team Members**

**Bernadette Stamm, Principal**

**Marijean Halas, CIT**

**Carole Bombard, ESL Specialist**

**Irene Sarantaes, Special Education Teacher**

**Mary Louvaris, Science Teacher**

**Phyllis Fogarty, Teacher**

**Teresa Mayotte, Teacher**

**Lisa Malone, Parent**

#### **School Council Members**

**Bernadette Stamm, Principal**

**Marijean Halas, Reading Teacher**

**Rachel Donagan, Parent**

## EXECUTIVE SUMMARY

### School Profile and Demographics

The Alphonse Drewicz Elementary School is one of eighteen elementary schools in the City of Lynn situated near the center of the community. Based on annual enrollment reports as of October 1, 2013 the school has a student population of approximately 458 students, making A. Drewicz a relatively mid-sized school. Demographically the student population is 6.6% African American, 18.1% Asian, 63.5% Hispanic, 0.4% Native American, 9.6% Caucasian and 1.7% Multi – Race, Non-Hispanic.

The student population is composed of 66.6% of students whose first language is not English, 29.7% who are English Language Learners, 90% who are low income and 13.3% who receive services from the Special Education Department, 94.3% of High Needs Improvement. A. Drewicz is a Title I school with six coach program integrated classrooms. All classrooms are incorporating Common Core State Standards in English Language/Math and ELD State Standards for English Language Learners in all subject areas. Additionally, teachers are beginning to utilize higher order thinking skills in all subject areas. Learner strategies, i.e. posted / stated ELA/MATH objectives and agendas, increased vocabulary instruction, word walls, cueing, paired and team support and / or an increase in Tier-three small group instructional time are incorporated to support the needs of all students.

### Enrollment Data 2013-2014

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Drewicz	458	6.6	18.1	63.5	0.4	9.6	1.7	66.6	29.7	90	13.3	94.3
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

### Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

**PPI Indicators (all students)**

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	75.5	73.9	79.6	78.5	75	On Target	25	25
Math	77	71.3	80.8	72.1	50	Improved Below Target	0	0
Science	73.9	67.3	78.3	73.6	50	Improved Below Target	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	47.5	47	48.5	50	Below Target
Math	51	45	39	34	75	On Target

<b>Accountability and Assistance Level- Level 3</b>
<b>Cumulative PPI (all students)- 70</b>

**MCAS Results**

The following charts show the percentage for the years reported of A. Drewicz 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.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	0	6	46	35	44	45	10	14
2013	3	3	41	34	51	52	4	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	17	13	23	33	42	35	19	19
2013	17	20	40	38	31	27	11	15

Grade 4 ELA	Advanced	Proficient	Needs Improvement	Warning
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Grade 4 Math	Advanced	Proficient	Needs Improvement	Warning
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	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>	0	3	22	35	64	46	14	17
<b>2004</b>	5	3	37	36	47	47	12	13
<b>2005</b>	2	4	31	32	51	47	16	17
<b>2006</b>	2	4	36	35	45	46	17	15
<b>2007</b>	0	3	30	35	52	44	18	18
<b>2008</b>	0	3	19	26	58	49	23	22
<b>2009</b>	0	4	15	28	59	44	26	23
<b>2010</b>	0	2	15	29	70	50	15	20
<b>2011</b>	2	3	33	30	52	46	14	22
<b>2012</b>	2	4	32	34	52	40	15	22
<b>2013</b>	2	3	30	31	52	45	16	21

	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>	2	5	16	20	52	50	31	25
<b>2004</b>	3	6	16	22	62	54	18	18
<b>2005</b>	2	7	10	19	56	53	31	21
<b>2006</b>	7	8	19	19	50	52	24	20
<b>2007</b>	9	11	23	27	45	43	23	19
<b>2008</b>	10	10	13	24	58	44	19	22
<b>2009</b>	2	7	17	23	50	48	30	22
<b>2010</b>	9	9	36	26	49	48	6	17
<b>2011</b>	3	7	34	23	52	49	10	21
<b>2012</b>	3	6	25	30	63	47	8	17
<b>2013</b>	5	6	16	28	66	51	14	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2006</b>	4	8	43	37	44	42	9	14
<b>2007</b>	5	6	42	46	35	35	18	12
<b>2008</b>	2	6	31	40	48	40	19	14
<b>2009</b>	2	6	31	36	51	40	17	18
<b>2010</b>	0	6	42	37	37	38	21	18
<b>2011</b>	2	7	53	44	36	34	9	15
<b>2012</b>	4	9	48	39	36	34	12	18
<b>2013</b>	12	9	53	44	27	32	8	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2006</b>	4	9	20	23	57	35	19	33
<b>2007</b>	9	10	35	33	25	37	31	19
<b>2008</b>	10	13	12	25	55	37	24	25
<b>2009</b>	7	11	15	27	36	28	42	34
<b>2010</b>	16	12	13	24	53	37	18	27
<b>2011</b>	11	12	38	34	32	33	19	21
<b>2012</b>	16	13	51	28	10	33	7	26
<b>2013</b>	10	15	31	33	37	31	23	20

### Student Growth Percentile by School and Grade

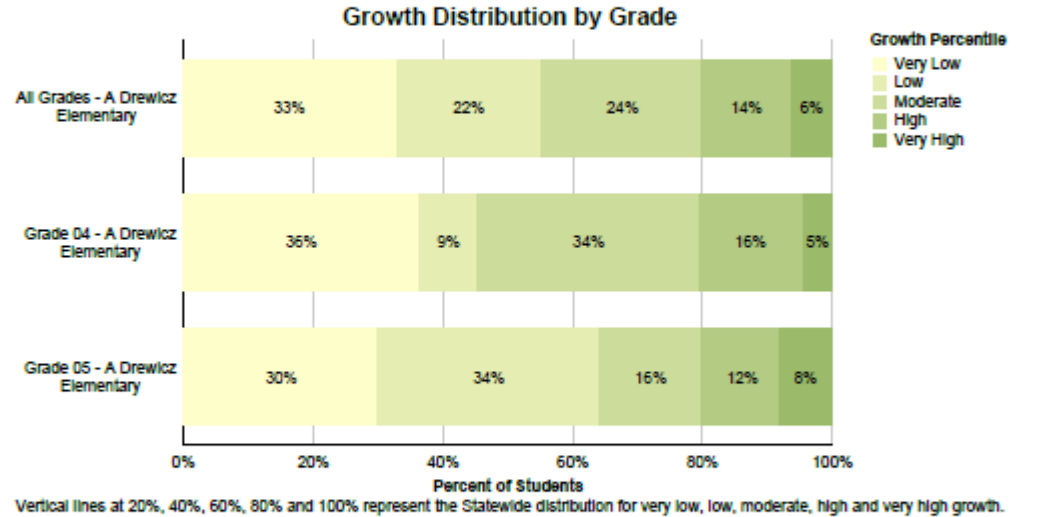
For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed

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

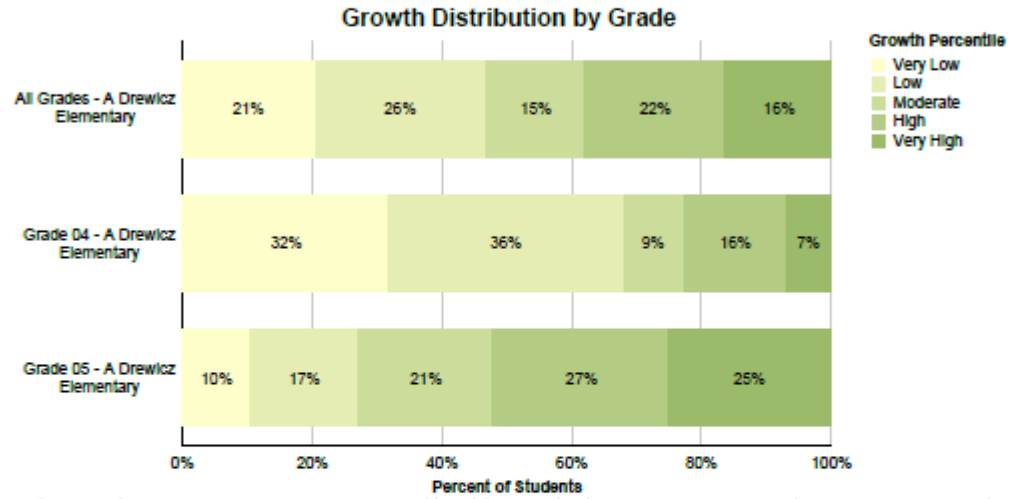


**Spring 2013 MCAS School Growth Distribution  
Mathematics**

District: Lynn  
Subject: Mathematics



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - A. Drewicz Elementary	31	21	23	13	6	34.0	94	42	166
Grade 04 - A. Drewicz Elementary	16	4	15	7	2	43.0	44	20	44
Grade 05 - A. Drewicz Elementary	15	17	8	6	4	32.5	50	40	52



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - A. Drewicz Elementary	19	24	14	20	15	48.5	92	47	165
Grade 04 - A. Drewicz Elementary	14	16	4	7	3	33.5	44	32	44
Grade 05 - A. Drewicz Elementary	5	8	10	13	12	63.0	48	65	51

### 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 grades three, four, and five. The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk for school years 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 and after are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Grade K-  
Drewicz

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	55	18	27	55	19	26	51	19	30	58	20	22	42	24	34
	Winter	61	15	24	62	20	18	61	21	18	66	14	20	57	23	20
	Spring	62	26	12	65	13	22	55	17	28	63	20	17	57	23	20

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Initial Sound Fluency	Fall	39	20	41	45	26	29	35	26	39	27	9	64	26	6	68
	Winter	17	50	33	39	40	21				50	18	32	42	18	40
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	17	50	33	41	38	21	33	30	37	38	27	35	32	31	37
	Spring	37	38	25	74	16	10	49	23	28	45	21	34	49	17	34

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Words Fluency CLS	Fall															
	Winter	39	33	28	66	15	19	50	23	27	49	23	28	43	28	29
	Spring	56	25	19	65	21	14	39	35	26	48	29	23	39	38	23



Grade 1- Drewicz

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	51	23	26	56	29	15	64	30	6	64	23	13	69	23	8
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	44	36	20	52	34	14	40	35	25	58	26	16	59	17	24
	Winter	85	11	4	96	4	0	92	7	1	95	4	1			
	Spring	86	14	0	97	3	0	93	6	1	96	2	2			

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	48	27	25	50	35	15	51	28	21	58	15	27	51	25	24
	Winter	54	31	15	51	45	4	68	20	12	68	26	6	59	19	22
	Spring	72	16	12	85	12	3	65	15	20	71	10	19	64	7	29

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	65	20	15	53	40	7	59	37	4	63	28	9	47	16	37
	Spring	65	20	15	71	21	8	68	20	12	68	17	15	54	21	25

Grade 2 Drewicz

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %	
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below
Nonsense Word Fluency CLS	Fall Winter Spring	59	28	13	82	12	6	73	17	10	75	15	10	77	20

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %	
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below
CBM Reading (Oral Reading Fluency)	Fall	52	32	16	72	20	8	68	16	16	64	30	6	68	19
	Winter	68	14	18	69	21	10	70	7	23	75	14	11	57	27
	Spring	58	21	21	61	24	15	64	14	22	67	18	15	59	29

Grade 3- Drewicz

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	43	28	29	67	23	10	64	21	14	68	24	8	77	11	12
	Winter	48	21	31	68	23	9	71	18	11	73	19	8	70	22	8
	Spring	40	41	19	67	26	7	70	22	8	73	21	6	74	16	10

Grade 4-Drewicz

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	43	35	22	52	21	27	54	28	18	65	15	20
	Winter	58	19	23	62	23	15	63	25	12	73	17	10
	Spring	51	17	32	48	33	19	55	30	15	68	24	8

Grade5Drewicz

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	57	31	12	56	19	25	67	18	15	49	17	34
	Winter	62	20	18	60	19	21	69	15	16	58	21	21
	Spring	55	30	15	56	25	19	57	20	23	55	26	19

## Implementation Summary of 2013-2014 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
<p><b>To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics</b></p> <p><b>ELA</b></p>	<p>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.:</p> <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> </ul> <p>Comprehensible graphic organizers</p>	<p>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.</p>
	<p>Teachers scaffolded models of writing instruction which lead to clear topic development in sentences, paragraphs, and essays emphasizing genre.</p>	<p>Teachers in grades K through five taught writing using Harcourt Trophies reading series and/or LPS approved writing programs.</p>
	<p>Teachers scaffolded responses to appropriate prompts/questions with regards to text and provide opportunities for children to respond to prompts and questions independently.</p>	<p>Teachers regularly scaffolded how to answer open response questions through implementation of higher order thinking skills and test taking strategies</p>
	<p>Teachers at all grade levels provided direct grammar instruction based on the approved LPS ELA curriculum,</p>	<p>Teachers in grades K-5 taught grammar using Trophies Reading Series along with approved LPS ELA curriculum.</p>
<p><b>To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics</b></p> <p><b>Math</b></p>	<p>Teachers incorporated additional practice of grade level basic math facts, computation problems, and daily skip counting.</p>	<p>Teachers in grades K-5 used Houghton Mifflin Math, math minutes and any approved LPS math materials along with First in Math online program and daily number count.</p>
	<p>Students had opportunities to practice and apply strategies to solve multi-step math questions.</p>	<p>Teachers scaffolded strategies to solve multi – step math problems through the implementation of test taking strategies.</p>
	<p>Teachers incorporated daily practice of number sense standards with a focus on place value, fractions and decimals.</p>	<p>Teachers in grades K-5 used Houghton Mifflin Math, approved LPS math materials and First in Math online program to teach number sense.</p>
	<p>Teachers provided practice of all data standards focusing on graphing.</p>	<p>Teachers in grades K-5 utilized the Houghton Mifflin Math program and LPS approved math materials to scaffold interpreting data.</p>

## **A. Drewicz Elementary SY 2014-2015 School Improvement Plan**

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

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

The 2013 PPI report (attached with NCLB Report Card) shows that A. Drewicz has decrease in English Language Arts and in Mathematics. With these results in both ELA and Mathematics our school has continued to focus on ELA and Mathematics during the current school year 2013–2014. Teachers have participated in professional development for ELA and Math, which include ELA and Math support workshops, ELA/Math coaching. We have continued an after school program and added an extended day program in 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, and ESL Specialists, Reading Coaches, Math Coaches, Science teacher and all level three LPS school support.

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

- Comprehension of tier two vocabulary
- Open Response

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

- Operations and Algebraic Thinking

### **Student Learning Objectives**

The action plan that follows outlines three 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 an understanding of the daily tier two vocabulary word, including content vocabulary using Higher Order Thinking Skills.
- All students will be able to read and comprehend text in order to improve how they answer open response questions.
- All students will be able to develop a better understanding of Operations and Algebraic Thinking using Higher Order Thinking Skills.

### A. Drewicz Elementary SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Tier two vocabulary in all academic areas is weak
Student Learning Objective	All students will be able to express an understanding of the daily tier two vocabulary word, including content vocabulary using Higher Order Thinking Skills.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will submit to the office a grade level list consisting of 180 tier two content vocabulary words. Teachers will introduce a new tier two content vocabulary word daily. Teachers will encourage students to speak and use the words in complete sentences by modeling their use and requiring students to make oral presentations through projects journals, and articles, etc.:</p> <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>	<p>Daily 2014-2015</p>	<p>Tier-two content vocabulary words, dictionaries, thesaurus, graphic organizer, visuals, Professional Development in Higher Order Thinking Skills</p>	<p>Teachers will submit student word usage to the principal daily.</p>

## A. Drewicz Elementary SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Open Response
Student Learning Objective	All students will be able to read and comprehend text in order to improve how they answer open response questions.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers at all grade levels will actively engage students to annotate text and use test taking strategies in order to complete open response questions.	Daily School Year 2014-2015	Trophies Reading Series, Anchor Comprehension books, previously released test questions, LPS ELA curriculum mapping, Professional Development in Higher Order Thinking Skills.	Formal/Informal classroom observation by Principal

### A. Drewicz Elementary SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Operations and Algebraic Thinking
Student Learning Objective	All students will be able to develop a better understanding of Operations and Algebraic Thinking using Higher Order Thinking Skills.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will instruct their students in Operations and Algebraic Thinking through the use of tiered instruction. Teachers will model Higher Order Thinking Skills as well test taking strategies to enhance their instruction of Operations and Algebraic Thinking.	School Year 2014-2015	Houghton Mifflin Math Program, On Core Math, LPS Math Curriculum Map, First In Math. CBM Math, Professional Development in Higher Order Thinking Skills. Math CIT	Formal/Informal classroom observations, Grade level data analysis of LPS benchmarks and student work.



## 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 14/15:

- G.E. Power Lunch Reading Program
- G.E./Tufts University STOMP Robotics Program
- G.E Junior Achievement
- Rotary Club Dictionary Program for all Grade 3 students
- 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 Kindergarten Social
- Parent Handbook
- Community Awareness Programs/Preventing Bullying/Fire Safety
- Law Day
- Heritage Day
- Connect-Ed communication System
- PTO: Winter Wonderland, Bake Sales, Field Day
- Box Tops for Education
- Forsythe Dental
- Bay State Eye Associates
- In School Professional Performances
- Chaperones
- Work to School Parent Liaisons
- Big Red Book Shelf-Centerboard
- Coats to Kids-Cuffe McGinn
- First In Math on-line math program for all students
- Imagine Learning on-line reading program for ELL and Special Education students
- Kids as Peacemakers Club
- State Representative Holiday Card Program and My Ideal School contest
- Drewicz School Council