

**Brickett Elementary School**  
**School Improvement Plan**  
**2015-2016**

**School Improvement Team**

Eileen Cole, Principal

Renee Parisi, Math Specialist

Susan Buchanan, Reading Specialist

Susan Schueler, Grade 3 Teacher

Abbey Dion, Grade 4 Teacher

Lauren Kahn, Grade 5 Teacher

**School Council Members**

Al Porter

Tara Porter

David Harris

**Brickett School**  
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**School Vision and Mission**

**Lynn Public Schools Vision:** All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

**Mission:** To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

**Narrative Description of the School**

**Demographic Data:** Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

Brickett Elementary School is an inner-city school located in Lynn with a grade span of grade one to grade five. It has a current student population of 297, the average enrollment figure since the kindergarten students were moved to the Early Childhood Center in 2013. Brickett's population is made up of 81.4% minority students; 11.3% African American, 15.5% Asian, 48.1% Hispanic, and 8.6% multi-race. White students represent 15.8% of the school's population. 13.7% of our students are English language Learners, and 42.6% come from homes where the first language is not English. 47.1% of Brickett students are economically disadvantaged. This year 5.5% of our students receive special education services.

Brickett's overall attendance rate is 95.1% which reflects the district and the state percentiles. The number of students with ten or more absences is 35.1% compared to the district's 38.2% and the state's 30.4%. The 14.9% of students that are chronically absent at Brickett School is lower than the district at 19.1% and higher than the state percentile at 12.3%. The school's retention rate is 2.3% compared to the district's 4.2% and the state's 3.9%. The out-of-school suspension rate of 2.8% is significantly lower than the district's 12.0%, and is close to the state's 3.9%.

Over the course of the last three school years, Brickett has retained an average of 75% of the teachers in the school. 63% of Brickett's teachers have at least 10 years of experience teaching.

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	68	-	-	1,222
Grade 1	68	72	66	1,479
Grade 2	59	57	60	1,379
Grade 3	60	63	55	1,275
Grade 4	57	59	55	1,155
Grade 5	39	51	55	1,086
<b>Total</b>	<b>351</b>	<b>302</b>	<b>291</b>	<b>7,861</b>

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	76.2	73.1	74.1	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	0%	7%	7%	7%	6%
26-56	66%	65%	65%	70%	75%
Over 56	34%	28%	28%	23%	19%
Median Yrs Experience	-	-	14	8	-
% ≥ 10 Yrs Experience	-	-	63%	45%	-

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**Performance Indicators**

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.3	95.3	95.1	94.0	94.9
Absent 10 or more days (%)	29.7	31.3	35.1	38.2	30.4
Chronically Absent (% with < 90%)	12.6	13.2	14.9	19.1	12.3
Student Retention Rate	5.0	2.5	2.3	4.2	1.6
Out-of-School Suspension Rate	3.5	3.5	2.8	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	12.3	11.6	11.3	10.7	8.7
Asian	13.1	13.6	15.5	9.2	6.3
Hispanic	45.6	47.7	48.1	56.4	17.9
White	19.4	17.2	15.8	19.6	63.7
Multi-Race	9.1	9.3	8.6	3.8	3.1
Male	50	48	50	53	51
Female	50	52	50	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	42.2	40.7	42.6	54.1	18.5
English Language Learner	16.5	12.6	13.7	18.8	8.5
Special Education	8.8	9.6	5.5	15.4	17.1
Economically Disadvantaged	-	-	47.1	46.2	26.3

*Provide instruction by highly qualified teachers*

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

The staff of the Brickett School is comprised of thirty educators including the Principal, a Social Worker, twenty-three teachers, four instructional paraprofessionals, and a one day per week School Adjustment Counselor. All educators are certified in their content area. 70% of the educators in the building have professional status.

**School Processes Data:** Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

**Core Instructional programs**

At Brickett School, the ELA Instructional block is one hundred and twenty minutes daily. Of the ELA block, thirty minutes are dedicated to whole group instruction, sixty minutes of small group instruction and thirty minutes of writing, grammar or phonics (in grades one, two and three). The math instructional block is ninety minutes daily. Science is taught forty-five minutes three days a week in grades three through five and thirty minutes two days a week for grades one and two. Social studies is taught for forty five minutes twice a week in grades three through five and thirty minutes twice a week in grades one and two. Teachers use Trophies as their anchor ELA text but supplement with Benchmark's Anchor Comprehension, National Geographic, chapter books, read a-louds and other teacher created materials. For math, teachers use Go Math as their anchor text and supplement using First in Math, math ipad apps and teacher created materials. For Science, KnowAtom was used for grades three, four and five and the district science curriculum was used in grades one and two. Brickett uses an inclusion model. Special Education instruction and support is delivered in the classroom for both reading and math. Tiered instruction is provided in the classroom by the classroom teacher, reading teacher, ELL specialist, special education teacher and /or the math specialist.

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#### **Assessment practices**

Ongoing monitoring of student learning (formative assessment) is evidenced through the use of strategies such as Dip-sticking; Thumbs up; Plickers; Red and Green Cards; True/False Cards; and tickets to leave. In addition, teachers use pre and post-tests to assess student growth of specific standards or topics.

The school uses DIBELS / DAZE measures of early literacy as benchmark assessments three times per year, with progress monitoring for specific students throughout the year. In addition, teachers use simulated MCAS type questions (multiple choice; open-response) to assess student skills and knowledge through the End of Unit Math assessments, District Cumulative ELA and Math Assessments, and teacher created tests.

Beginning in September, weekly open response questions in both Math and ELA are given in all grades. In grades 3-5, teachers score and give specific feedback on Open Response answers. Answer sheets are given to the principal, who provides feedback to the teachers.

#### **Student Support / Tiered Instruction**

Student needs are identified through analysis of assessment results and vary depending on content areas or skill deficits. Tiered Instruction or supports and interventions in ELA consisted of small group instruction that was provided in every classroom. Students received Tier 1, Tier 2, or Tier 3 instruction provided by the classroom teacher, reading teacher, special education teacher, instructional paraprofessional and/or ESL teacher.

Supports and interventions were provided for students during both small group and whole group instruction.

- Differentiated instruction
- Anchor charts
- Interactive notebooks
- Imagine Learning – computer based program for ELL and special education students
- Graphic organizers
- Ongoing reading strategy instruction
- Chapter books for deeper understanding
- Total Participation Techniques for student engagement
- “Everyone in” – School-wide initiative to encourage all students to participate
- Explicit instruction for answering Open Response questions with specific feedback

Similar supports were provided for students demonstrating need in mathematics. Small group instruction was provided in classrooms by the classroom teacher, the special education teacher, the math specialist and/or the instructional paraprofessional.

Supports and interventions were provided for students during both small group and whole group instruction.

- Differentiated instruction
- Anchor charts
- Interactive notebooks
- Saturday School
- Math manipulatives
- Math reference sheets
- Interactive Smart Notebook tools

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#### Professional Development

School based Professional Development time has been spent on multiple efforts designed to produce higher levels of student engagement in the classroom and higher levels of achievement. This includes training in Total Participation Techniques (TPT) and development of higher order thinking questions (HOTS). Student writing has been a key area of teacher development, including students writing long compositions and responses to open-ended questions that require text analysis. Teachers are provided time in the summer and during grade level common planning time during the school year to participate in collegial discussions related to the key strategies.

The Brickett school offers multiple opportunities throughout the year to build the relationships between students, parents, and school faculty and to celebrate the academic and artistic successes of our students. These include:

- Character Building Assemblies
- Playworks Recess leaders and captains
- Partnership with North Shore Community College- Literature students, Science Fair
- Museum of Science
- Friends of Nahant/Northeast Marine Biology Center
- City Dance- Boston Ballet
- Handel and Haydn
- Historical Perspectives
- Revolutionary War re-enactment
- Student Council
- Students recycling project
- Musical performances
- Lynn Arts Art Show
- Lynn Item Spelling Bee

#### *Create strategies to attract highly qualified teachers*

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who inspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

#### *Teacher Evaluation.*

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

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*Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable.* Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

**Perception Data:** Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

For the 2014-2015 school year, we did not collect perception data, but during the 2015-2016 school year, we plan to collect perception data from parents and staff.

**Student Learning Data:** Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

In the Fall of 2014, Brickett progressed from a Level 3 school to a Level 2 school. The data teams meets regularly every year to analyze student performance data. The following trends have been identified:

#### ELA

- CPI growth has been inconsistent but increased in the 2015 MCAS data.
- The number of students in Advanced has increased every year.
- With the exception of 2014, the number of students in warning has decreased.

#### Math

- The CPI in math has consistently increased.
- The number of student in Advanced has increased every year.

#### Science

- Since 2013, the percentage of students in Proficient or Advanced has increased.

#### ACCESS

- All students who took the ACCESS test either stayed in the same level or moved up at least one level between 2014 and 2015.

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**ACCOUNTABILITY DATA**

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

<b>Accountability and Assistance Level: Level 2</b>										
<b>School Percentile: 23</b>										
<b>Cumulative PPI (all students) 71</b>										
<b>Proficiency Gap Narrowing</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2014 Change</b>	<b>2014 %ile</b>	<b>2014 Rating</b>	<b>2015</b>	<b>2015 Change</b>	<b>2015 Rating</b>	
<b><u>ELA</u></b>										
<b>CPI</b>	74.4	78.3	77.1	-1.2	23 <sup>rd</sup>	No Change	78.6	1.5	Improved Below Target	
<b>SGP</b>	27.5	49.5	43	-6.5	22 <sup>nd</sup>	Below Target	42	-1	Below Target	
<b>% Advanced</b>	6.2	6.2	8.6	2.4	30 <sup>th</sup>	Met Target	9.4	0.8	Not meeting target	
<b>% Warning</b>	10.1	8.9	9.2	0.3	32 <sup>nd</sup>	Not meeting target	8.8	0.2	Not meeting target	
<b><u>Math</u></b>										
<b>CPI</b>	73.1	78.4	79.0	0.6	28 <sup>th</sup>	Improved Below Target	80.0	1.0	Improved Below Target	
<b>SGP</b>	48.5	54	53	-1	53 <sup>rd</sup>	On Target	43	-10	Below Target	
<b>% Advanced</b>	6.2	12.3	15.5	3.2	20 <sup>th</sup>	Met Target	19.5	4.0	Met Target	
<b>% Warning</b>	10.8	6.2	6.8	0.6	52 <sup>nd</sup>	Not meeting target	12.6	5.8	Not meeting target	
<b><u>Science</u></b>										
<b>CPI</b>	74.3	71.6	78.8	7.2	37 <sup>th</sup>	Above Target	75.0	-3.8	Declined	
<b>% Advanced</b>	5.7	8.1	15.2	7.1	43 <sup>rd</sup>	Met Target	9.4	-5.8	Not meeting target	
<b>% Warning</b>	22.9	13.5	4.3	-9.2	62 <sup>nd</sup>	Met Target	9.4	5.1	Not meeting target	

*\*2015 Accountability Data are Preliminary.*

**Historical Accountability Data**

2012	Level 2	School Percentile:	22 <sup>nd</sup> %ile	Annual PPI = 55	Cumulative PPI = 56
2013	Level 3	School Percentile:	20 <sup>th</sup> %ile	Annual PPI = 85	Cumulative PPI = 64
2014	Level 2	School Percentile:	23 <sup>rd</sup> %ile	Annual PPI = 80	Cumulative PPI = 71
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

## Brickett School

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#### Early Literacy Results

1<sup>st</sup> Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	15 (25%)	16 (26%)	High	6 (10%)	144 (11%)
Average	19 (32%)	22 (37%)	Moderate	19 (32%)	299 (22%)
Low Average	11 (18%)	9 (15%)	Typical	21 (35%)	487 (36%)
Below Average	6 (10%)	6 (10%)	Low/Declined	14 (23%)	439 (32%)
Well Below Average	9 (15%)	7 (12%)			
<b>CPI</b>	<b>79.2</b>	<b>82.5</b>	<b>Total</b>	<b>60</b>	<b>1,369</b>

2<sup>nd</sup> Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	13 (23%)	11 (20%)	High	4 (7%)	236 (19%)
Average	21 (37%)	23 (40%)	Moderate	8 (14%)	264 (21%)
Low Average	8 (14%)	6 (11%)	Typical	17 (30%)	367 (29%)
Below Average	8 (14%)	6 (11%)	Low/Declined	28 (49%)	379 (30%)
Well Below Average	7 (12%)	11 (19%)			
<b>CPI</b>	<b>80.3</b>	<b>77.6</b>	<b>Total</b>	<b>57</b>	<b>1,246</b>

3<sup>rd</sup> Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	12 (22%)	10 (19%)	High	7 (13%)	136 (12%)
Average	16 (30%)	19 (36%)	Moderate	5 (9%)	271 (24%)
Low Average	12 (23%)	7 (13%)	Typical	15 (28%)	300 (27%)
Below Average	8 (15%)	10 (19%)	Low/Declined	26 (49%)	416 (37%)
Well Below Average	5 (9%)	7 (13%)			
<b>CPI</b>	<b>79.7</b>	<b>77.4</b>	<b>Total</b>	<b>53</b>	<b>1,123</b>



## Brickett School

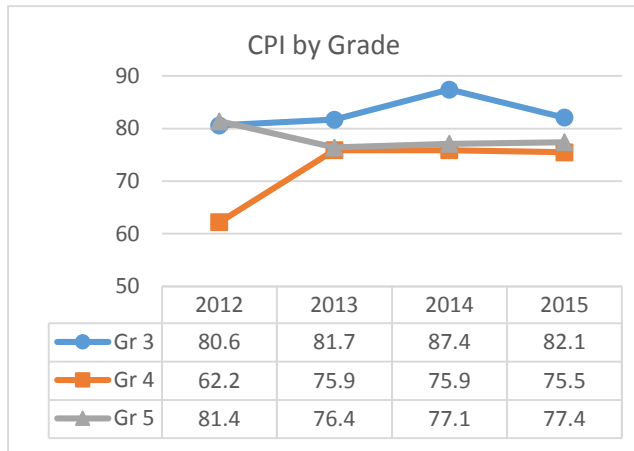
### 2015-2016 School Improvement Plan

#### ENGLISH LANGUAGE ARTS

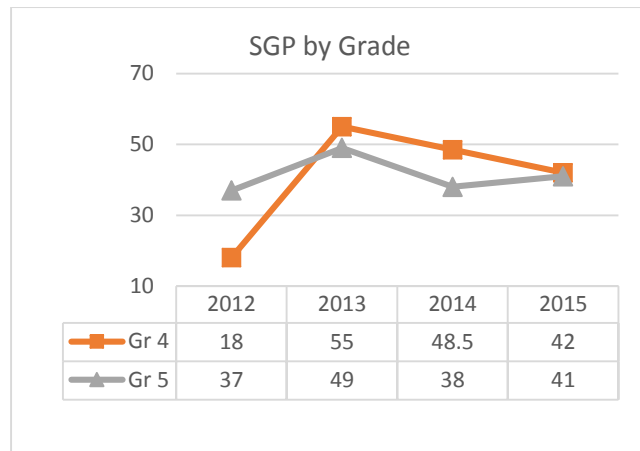
#### Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	129	6	33	50	10	74.4	27.5
School 2013	146	6	39	46	9	78.3	49.5
School 2014	163	9	36	46	9	77.1	43
School 2015	160	9	41	40	9	78.3	42
District 2015	7,228	8	44	33	15	79.0	46
State 2015							

#### Multi-Year MCAS ELA CPI Results by GRADE



#### Multi -Year MCAS ELA SGP Results by GRADE



#### MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	159	9	42	40	9	78.6	42
Students with Disabilities	12	0	42	25	33	68.8	-
ELL	18	0	11	61	28	51.4	-
Former ELL	20	5	30	55	10	72.5	51
Economically Disadvantaged	80	5	44	44	8	78.1	33
African American /Black	21	14	43	38	5	82.1	-
Asian	22	9	41	41	9	78.4	-
Hispanic	69	3	36	48	13	73.2	33
White	26	23	42	31	4	86.5	-
Male	86	6	38	45	10	75.6	32
Female	73	14	45	34	7	82.2	49

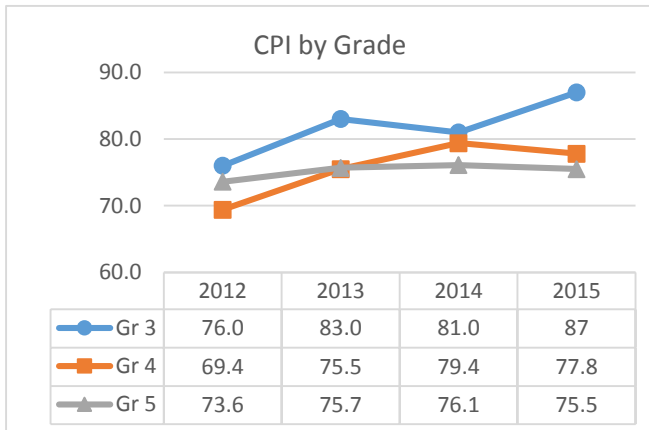
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**MATHEMATICS**

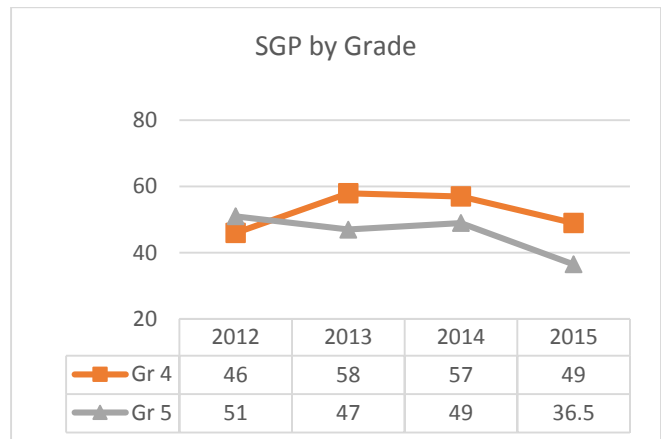
**Multi -Year MCAS Math Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	130	6	32	51	11	73.1	48.5
School 2013	146	12	34	47	6	78.4	54
School 2014	161	16	33	45	7	79.0	53
School 2015	159	19	39	29	13	80.0	43
District 2015	7,231	15	28	32	24	71.4	45
State 2015							

**Multi -Year MCAS MATH CPI Results by GRADE**



**Multi -Year MCAS MATH SGP Results by GRADE**



**MCAS Math 2015 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	159	19	39	29	13	80.0	43
Students with Disabilities	13	15	23	38	23	67.3	-
ELL	17	0	41	29	29	67.6	-
Former ELL	19	16	32	32	21	73.7	-
Economically Disadvantaged	80	19	36	31	14	78.1	44
African American /Black	21	14	38	38	10	76.2	-
Asian	22	27	41	23	9	85.2	-
Hispanic	69	14	38	32	16	76.8	40
White	26	31	46	15	8	89.4	-
Male	86	19	40	31	10	80.8	42
Female	73	21	38	26	15	79.1	44

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**SCIENCE/TECHNOLOGY & ENGINEERING**

**Multi -Year MCAS STE Results – All Students**

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	35	6	40	31	23	74.3
School 2013	37	8	30	49	14	71.6
School 2014	46	15	26	54	4	78.8
School 2015	53	9	34	47	9	75.0
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)						

**MCAS STE 2015 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	53	9	34	47	9	75.0
Students with Disabilities	1	-	-	-	-	-
ELL	6	-	-	-	-	-
Former ELL	9	-	-	-	-	-
Economically Disadvantaged	24	0	38	58	4	74.0
African American /Black	9	-	-	-	-	-
Asian	8	-	-	-	-	-
Hispanic	23	4	26	57	13	66.3
White	11	9	36	45	9	79.5
Male	27	11	26	59	4	75.0
Female	26	8	42	35	15	75.0

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**ACCESS for ELLs 3-Year Results on Overall Score.**

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	4	11%	0	0%	4	10%
Emerging	3	8%	1	3%	4	10%
Developing	13	34%	10	26%	11	26%
Expanding	16	42%	12	31%	10	24%
Bridging	2	5%	12	31%	11	26%
Reaching	0	0%	4	10%	2	5%
<b>Total</b>	<b>38</b>		<b>35</b>		<b>42</b>	

**ACCESS for ELLs Growth**

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	19	51%	10	27%	8	22%
2015	15	50%	9	30%	6	20%

**ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).**

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	1 (14%)	2 (29%)	4 (57%)	-	-	-
Emerging	-	-	2 (67%)	1 (33%)	-	-
Developing	-	-	3 (23%)	7 (54%)	3 (23%)	-
Expanding	-	-	-	2 (20%)	6 (60%)	2 (20%)
Bridging	-	-	-	-	1 (100%)	-
Reaching	-	-	-	-	-	-
<b>Total (34)</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>2</b>

## Brickett School

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<b>Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)</b>
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
<b>Indicator 1: Aligned and Consistently Delivered Curriculum:</b> School leadership, teachers and other staff ensure consistent use and effective delivery of the district’s curricula/mapping. The school’s taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Brickett School uses district-provided mapping and pacing guides.</li> <li>• Instructional staff creates and implements standards-based lessons with high expectations for student success in some classrooms.</li> <li>• Instructional staff uses formative and summative assessment to inform revisions to instruction.</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Vertical and horizontal discussions of student learning expectations and content do not happen consistently.</li> <li>• Students’ mastery of standards does not drive changes in curricula.</li> </ul>
<b>Indicator 2: Effective Instruction:</b> Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Brickett conducts learning walks three times during a school year.</li> <li>• Instructional staff aligns their instruction by analyzing formative, summative and standardized assessments.</li> <li>• Instructional staff uses a range of tools, techniques, technologies, and materials to meet the needs of all learners.</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Instructional staff does not consistently have the opportunity to observe other staff members or have lessons modeled in their classrooms.</li> <li>• Adequate time is not provided for instructional staff to meet collaboratively and effectively reflect on student work and plan effective instruction.</li> <li>• High expectations and rigorous assignments are not consistently imbedded into instruction in all classrooms.</li> </ul>
<b>Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)</b>
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
<b>Indicator 3: Data-based Decision-Making:</b> The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Brickett teachers use a range of assessments that are aligned to the standards.</li> <li>• Assessment data is used to monitor students’ progress and determine small group intervention.</li> <li>• Data meetings are held regularly to collect, analyze and review data that reflects student learning.</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Students have not been taught how to assess themselves and plan for improvement.</li> <li>• Instructional staff does not consistently use formative assessment to target and modify instruction.</li> <li>• Professional Development is not provided in developing and analyzing assessments.</li> </ul>

## Brickett School

### 2015-2016 School Improvement Plan

<b>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</b>
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
<b>Indicator 4: Professional Development:</b> PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
Strengths: <ul style="list-style-type: none"><li>• Instructional staff takes part in school based PD on TPT and HOTS</li></ul>
Areas of need: <ul style="list-style-type: none"><li>• Adequate PD time is not provided for instructional staff.</li></ul>
<b>Indicator 5: Structures for Collaboration:</b> The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Strengths: <ul style="list-style-type: none"><li>• Brickett has implemented a system to guide collaborative planning time.</li></ul>
Areas of need: <ul style="list-style-type: none"><li>• Adequate collaboration time is not provided for instructional staff.</li></ul>

<b>Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)</b>
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
<b>Indicator 6: Tiered Instruction and Adequate Learning Time:</b> The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
Strengths: <ul style="list-style-type: none"><li>• Instructional staff demonstrates responsibility for the learning of all students.</li><li>• A system is in place for progress monitoring, universal screening (DIBELS, MCAS, district assessments), and behavioral challenges (Behavioral specialist, School Adjustment Counselor, School Social Worker), with interventions and services that meet the students' needs.</li><li>• Tiered support is offered in ELA based on MCAS scores, DIBELS scores and teacher created assessments. Groups are fluid and are monitored weekly to determine need.</li></ul>
Areas of need: <ul style="list-style-type: none"><li>• Due to the pacing of the curriculum mapping, timing adjustments cannot be made to the curriculum.</li></ul>
<b>Indicator 7: Students' social, emotional, and health needs:</b> The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.
Strengths: <ul style="list-style-type: none"><li>• Brickett School has a team that meets weekly (Full time Social Worker, Lynn Community Health Services (a full time therapist, two part-time therapists, a clinician (one day per week), a full time nurse, School Adjustment Counselor (one day per week), and a bullying coordinator that meets to identify needs of the students.</li><li>• Instructional staff has all been trained and are implementing Playworks at recess.</li><li>• Forsythe Dental comes to Brickett twice a year to administer dental care.</li></ul>
Areas of need: <ul style="list-style-type: none"><li>• PD for all staff to help improve students' emotional and physical health.</li><li>• We do not have the resources to meet the social/emotional needs of all of the students at Brickett.</li></ul>

## Brickett School

### 2015-2016 School Improvement Plan

**Indicator 8: Family-school and Community engagement:** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

#### Strengths:

- The School Improvement Council meets three times a year to solicit input of family and community partners on implementing the school's strategic plan.
- Our PTO runs a school book fair, family night at Uno's Pizzeria as well as several fundraisers throughout the school year to help provide enrichment programs and develop family school relationships.
- Brickett School works with the community partners such as North Shore Community College to support student learning through a school literacy day and a science fair.
- Brickett has a strong relationship to support student learning, social and emotional health and physical well being with Lynn Community Health Center, Campfire, Reading Educational Assistance Learning (REAL), and a full time school social worker.
- The principal meets on a regular basis with the School Council and parent groups to keep parents informed.
- School staff regularly provide families with communication about student progress through the use of progress reports, report cards, standardized test results, individual meetings and parent teacher conferences.
- The Student Study Team invites parents to meetings to discuss their child's academic progress and help plan for student success.
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#### Areas of need:

- Brickett has 42.6% of students who's first language is not English. Limited resources are provided for communication with non-English speaking parents.
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**Brickett School**

2015-2016 School Improvement Plan

**Define Priorities and Describe the Strategies/Actions**

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

**GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.**

**Identified Area of Need: Data Driven Instruction**

**Priority 1** Develop a comprehensive system of analyzing student data to develop strategies that drive instruction.

**Strategies/Actions**

- Grade level teams will determine specific assessments to be used for standards-based data analysis in both ELA and Math.
- Once the assessments are determined, create a schedule for when assessments will be administered and collected.
- Once assessments are administered, and results collected, conduct Grade Level Data Meetings (Dates entered in timeline determined by assessments chosen).
- All classroom and support teachers will analyze assessment data.
- Analyze data from assessments to determine standards -based strengths and areas in need of improvement.
- Analyze data from sub groups to determine specialized instruction.
- Use results of data to create targeted small group support in both ELA and Math.
- Grade level teams meet bi-weekly to share and reflect on student work and determine areas in need of additional instructional support.

**Expected Outcome(s)**

- Teachers will have a better understanding of how to use data to drive instruction.
- Through targeted small group instruction, students will show measureable growth in both ELA and Math.
- A successful system for analyzing data to support student growth

**Timeline for Actions**

Starting in September, grade level teams will meet bi-weekly to reflect on student work and determine areas in need of additional instructional support.  
October 7 & 14- determine specific assessment at each grade level that will be used for analysis.  
November 3- Grades 3-5 Math Data Meeting  
November 4- All grades ELA Data Meeting  
January 27- Grades 3-5 Math Data Meeting  
February 3- All Grades ELA Data Meeting  
April 13- Grades 3-5 Math Data Meeting  
April 27- All Grades ELA Data Meeting



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**GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.**

**Identified Area of Need: Student Engagement and Higher Order Thinking Skill**

**Priority 2**

Understand Total Participation Techniques (TPT) and Higher Order Thinking Skills (HOTS) and incorporate TPT and HOTS into lesson plans throughout the curriculum.

**Strategies/Actions**

Teachers will attend PD on Total Participation Techniques (TPT) and Higher Order Thinking Skills (HOTS)

Teachers will incorporate TPT and HOTS strategies into their lesson plans.

Teachers will model lessons TPT and HOTS at faculty meetings.

Teachers will participate in school-based Learning Walks.

**Expected Outcome(s)**

Students' active engagement will increase during lessons.

Students will articulate their thinking.

TPT and HOTS strategies will be evident in school based Learning Walks and will be stated in the summary statement of evidence.

**Timeline for Actions**

HOTS Retreat August 25 & 26

TPT and HOTS PD October 27<sup>th</sup>- Develop questions and task that incorporate TPT and HOTS

TPT and HOTS PD November 17- Creating lesson plans using TPT and HOTS

Three school based Learning Walks from November- June (one training and three learning walks).

**Brickett School**  
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**Appendix A**

**Implementation Reflection:** Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: