

A. Drewicz Elementary School
School Improvement Plan
2015-2016

School Improvement Team

Patricia Hebert, Principal

Michelle Winslow, Program Specialist

Lauren Adario, Teacher

Carole Bombard, ESL Specialist

Pamela Laramie, Reading Specialist

Nicole O'Leary, Math Coach

Irene Saranteas, CIT

Laura Ward, Teacher

School Council Members

Patricia Hebert, Principal

Mary Lenihan, Teacher

Laura Ward, Teacher

Alicia Marescalchi,

School Social Worker

Kahliegh Halligan, Parent

Alan Bonifaz, Parent

Krystal Parker,

Community Partner

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School Vision and Mission

Lynn Public School's Vision:

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

Lynn Public School's Mission:

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

The mission of the Alphonse Drewicz School is to provide students with a welcoming, safe, and supportive environment where they can learn, grow, and become great citizens.

Through rigorous instruction, students at the Drewicz School will continually take part in collaborative and engaging learning opportunities that require higher order thinking skills in the arts of literacy and mathematical thinking.

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.

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, 2014 the school has a student population of approximately 511 students, making A. Drewicz a relatively mid-sized school. Demographically the student population is 6.1% African American, 17.4% Asian, 63.8% Hispanic, 0.4% Native American, 10.2% Caucasian and 2.2% Multi – Race, Non-Hispanic.

Additionally, the student population is composed of 64% of students whose first language is not English, 30.9% who are English Language Learners, 48.9% who are Economically Disadvantaged and 12.1% who receive services from the Special Education Department, and 74.6% of students are categorized as High Needs. A. Drewicz is a Title I school with six COACH Integrated classrooms, however, the COACH classrooms have been relocated for the 2015-2016 school year.

The staff of the A. Drewicz Elementary School is comprised of 37 educators including 1 Principal, 1 Program Specialist, 34 teachers, 1 Social Worker, and 1 part-time School Adjustment Counselor. 100.0% of the teachers are licensed in their teaching assignment. 54% of the educators in the building have professional status.

Teachers in all classrooms are incorporating the Common Core State Standards in English Language Arts and Math. Additionally, teachers are continuing to utilize higher order thinking skills in all subject areas. ELA, Math, Social Studies, and Science essential questions, guiding questions, objectives and agendas are posted and communicated to the students. There is an increased focus on student engagement and small group instruction to support the needs of all students.

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	99	111	88	1,222
Grade 1	94	101	132	1,479
Grade 2	80	68	81	1,379
Grade 3	73	67	72	1,275
Grade 4	49	64	75	1,155
Grade 5	53	47	63	1,086
Total	448	458	511	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	77.5	73.7	75.6	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	9%	10%	11%	7%	6%
26-56	78%	76%	75%	70%	75%
Over 56	13%	14%	14%	23%	19%
Median Yrs Experience	-	-	6	8	-
% ≥ 10 Yrs Experience	-	-	27%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.1	95.3	95.5	94.0	94.9
Absent 10 or more days (%)	36.0	32.4	27.6	38.2	30.4
Chronically Absent (% with < 90%)	16.2	11.4	9.7	19.1	12.3
Student Retention Rate	7.0	5.2	5.8	4.2	1.6
Out-of-School Suspension Rate	7.3	2.7	2.0	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	5.8	6.6	6.1	10.7	8.7
Asian	19.4	18.1	17.4	9.2	6.3
Hispanic	60.5	63.5	63.8	56.4	17.9
White	11.2	9.6	10.2	19.6	63.7
Multi-Race	2.9	1.7	2.2	3.8	3.1
Male	52	56	56	53	51
Female	48	44	44	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	65.4	66.6	64.0	54.1	18.5
English Language Learner	28.8	29.7	30.9	18.8	8.5
Special Education	12.7	13.3	12.1	15.4	17.1
Economically Disadvantaged	-	-	48.9	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.

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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.

The A. Drewicz Elementary School has implemented a number of programs as well as interventions to meet the needs of all learners. Teachers are regularly differentiating instruction for all learners including English Language Learners and Students with Disabilities. Curriculum and Instruction focuses have and will include:

- Teachers engage in ongoing discussion and collaborative reflection on instructional practices. An increase in small group instruction was implemented to better address the needs of individual students. Through PLC, teachers will be provided with further professional development around small group instruction incorporating Keys to Literacy and Total Participation Techniques.
- Teachers have taken professional development on the use of common language to be used across grade levels to provide a connection as students progress through the school. They also participated in a summer (2015) retreat focused on Keys to Literacy, embedding comprehension and writing strategies, as well as Higher Order Thinking Skills.
- Formative Assessment is used regularly in the classrooms. These assessments are used daily to drive instruction. Teachers collaboratively look at data from formative assessments as well as summative assessments to develop support systems and interventions needed to meet the needs of all learners. Classroom teachers regularly work using an inclusion model with support staff including ESL teachers, special education teachers, CIT's, reading specialists, and the math coach to provide instruction based on data that meets the needs of the varied learners.
- Various curriculum tools have been put into place and are being used: Go Math, Anchor Comprehension, Reach (Grades K-2), Six Traits Writing, iRead (K-2), Imagine Learning (ESL Students), First in Math, and the LPS Science Curriculum.

In an effort to support the whole child, the A. Drewicz Elementary School has focused on positive school culture supporting the social/emotional/health needs through the following:

- In addition to a full-time nurse and part-time adjustment counselor, starting in SY14/15, the school now houses a full-time social worker and a bilingual parent liaison. The social worker has implemented student lunch groups, established a parent outreach program, and acts as the liaison for community outreach programs. The parent liaison helps facilitate communication with parents and students.
- In SY14/15, a School Culture Team was created to focus on building a whole school positive culture. Some of the initiatives developed by the team include:
 - Bi-Monthly Staff Breakfast
 - Literacy Themed Door Decorating Contest for the whole school
 - Activities to boost staff morale throughout the school year (Jingled, Candy Bar in the Teachers' Room, Mugged, Cookie Swap)
- The PTO, organized in-school shows including a Dr. Seuss Magic Show (K-2), Stunt Bike Riders/Anti Bullying Message (3-5), and a Spring Sock Hop
- The school will continue to host a Winter Wonderland, various assemblies throughout the school year to showcase the students, a Family Literacy Night, Sunshine Fund, and Read Across America event (Community members read to students at all grade levels).
- In the 2015/2016 School Year, A. Drewicz will:
 - Roll out PBIS: a process for teaching children appropriate behavior and provide support necessary to sustain that behavior. This is not a curriculum, it is a framework for systems to identify needs, develop strategies, and evaluate practices towards success.
 - Establish Monthly Family Celebrations, School Wide Talent show, and student council.

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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 are anxious to work in a highly charged school like ours. 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.

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.

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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.

During the 2014/2015 school year, A. Drewicz Elementary School did not collect Perception Data. However, it will be collected throughout the 2015/2016 school year.

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).

The A. Drewicz Elementary School remained as Level 3 status in the fall of 2014. In analyzing student performance data the following trends have been identified:

ELA

- The CPI for students with disabilities has consistently increased since 2013.
- Grade 5 CPI showed significant growth from 2014-2015
- The CPI for the female population is consistently higher than the male population
- The CPI for the ELL and male populations are areas of concern.
- SGP remains a concern for a high percentage of students.

MATH

- The CPI for students with disabilities has consistently increased since 2013.
- SGP remains a concern for a high percentage of students.

SCIENCE

- The CPI has significantly increased since 2013.
- In 2015 the CPI for science showed the greatest gains. (19.4)

ACCESS

- 2015 ACCESS scores show 59% of students achieved high growth.
- All students showed consistent growth on the ACCESS test.

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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.

Accountability and Assistance Level: Level 3										
School Percentile: 10										
Cumulative PPI (all students) 58										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	2015	2015 Change	2015 Rating	
<u>ELA</u>										
CPI	73.9	78.5	77.3	-1.2	24 th	No Change	78.3	1.0	Improved Below Target	
SGP	47	48.5	39	-9.5	12 th	Below Target	41	2.0	Improved Below Target	
% Advanced	1.9	5.5	3.5	-2.0	10 th	Not meeting target	5.0	1.5	Met Target	
% Warning	12.7	8.5	6.4	-2.1	46 th	Met Target	10.0	3.6	Not meeting target	
<u>Math</u>										
CPI	71.3	72.1	76.4	4.3	21 st	Improved Below Target	76.6	0.2	Improved Below Target	
SGP	39	34	38	4.0	10 th	Below Target	33	-5	Below Target	
% Advanced	11.5	11.4	14.5	3.1	14.5 th	Met Target	17.2	2.7	Met Target	
% Warning	12.1	15.7	14.5	1.2	20 th	Not Meeting Target	9.1	-5.4	Met Target	
<u>Science</u>										
CPI	67.3	73.6	65.8	-7.8	15 th	Declined	85.2	19.4	Above Target	
% Advanced	8.2	17.3	0.0	-17.3	3 rd	Not Meeting Target	13.3	13.3	Met Target	
% Warning	22.4	13.5	19.6	6.1	16 th	Not Meeting Target	3.3	-16.3	Met Target	

**2015 Data are Preliminary.*

Historical Accountability Data

2012	Level 3	School Percentile:	14 th %ile	Annual PPI = 35	Cumulative PPI = 64
2013	Level 3	School Percentile:	16 th %ile	Annual PPI = 70	Cumulative PPI = 70
2014	Level 3	School Percentile:	10 th %ile	Annual PPI = 45	Cumulative PPI = 58
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word 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	8 (9%)	5 (6%)	High	14 (16%)	276 (24%)
Average	24 (28%)	19 (22%)	Moderate	13 (15%)	221 (19%)
Low Average	20 (24%)	16 (19%)	Typical	9 (11%)	176 (15%)
Below Average	19 (22%)	25 (29%)	Low/Declined	49 (58%)	472 (41%)
Well Below Average	14 (16%)	20 (24%)			
CPI	70.6	62.9	Total	85	1,145

1st 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 (12%)	21 (17%)	High	15 (12%)	144 (11%)
Average	37 (30%)	31 (25%)	Moderate	31 (25%)	299 (22%)
Low Average	22 (18%)	26 (21%)	Typical	49 (40%)	487 (36%)
Below Average	23 (19%)	24 (19%)	Low/Declined	29 (23%)	439 (32%)
Well Below Average	27 (22%)	22 (18%)			
CPI	70.0	71.8	Total	124	1,369

2nd 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	8 (10%)	6 (8%)	High	10 (14%)	236 (19%)
Average	23 (32%)	27 (37%)	Moderate	18 (25%)	264 (21%)
Low Average	10 (14%)	15 (21%)	Typical	13 (18%)	367 (29%)
Below Average	19 (26%)	13 (18%)	Low/Declined	32 (44%)	379 (30%)
Well Below Average	13 (18%)	12 (16%)			
CPI	70.2	73.6	Total	73	1,246

3rd 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	11 (16%)	16 (23%)	High	9 (13%)	136 (12%)
Average	29 (41%)	21 (30%)	Moderate	20 (29%)	271 (24%)
Low Average	11 (16%)	15 (21%)	Typical	17 (24%)	300 (27%)
Below Average	9 (13%)	11 (16%)	Low/Declined	24 (34%)	416 (37%)
Well Below Average	10 (14%)	7 (10%)			
CPI	64.4	71.2	Total	70	1,123

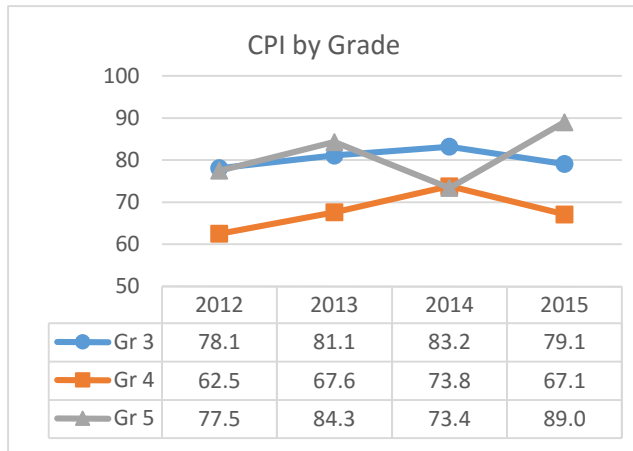
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ENGLISH LANGUAGE ARTS

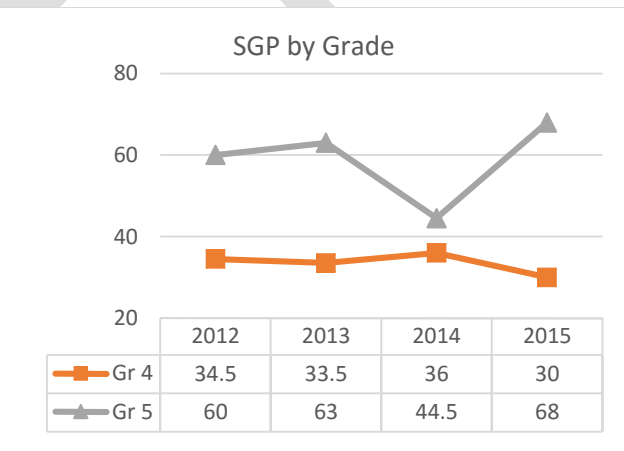
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	158	2	41	44	13	73.9	47
School 2013	165	5	42	44	8	78.5	48.5
School 2014	173	3	38	52	6	77.3	39
School 2015	199	5	45	39	11	77.6	41
District 2015	7,227	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	199	5	45	39	11	77.6	41
Students with Disabilities	27	0	37	33	30	62.0	-
ELL	27	4	26	52	19	69.4	-
Former ELL	46	2	33	50	15	69.0	38
Economically Disadvantaged	97	3	37	43	16	70.6	34.5
African American /Black	8	-	-	-	-	-	-
Asian	43	9	40	40	12	76.7	42
Hispanic	126	5	49	36	10	79.8	45
White	19	0	37	42	21	67.1	-
Male	110	2	35	49	14	72.3	34
Female	89	9	56	27	8	84.3	52

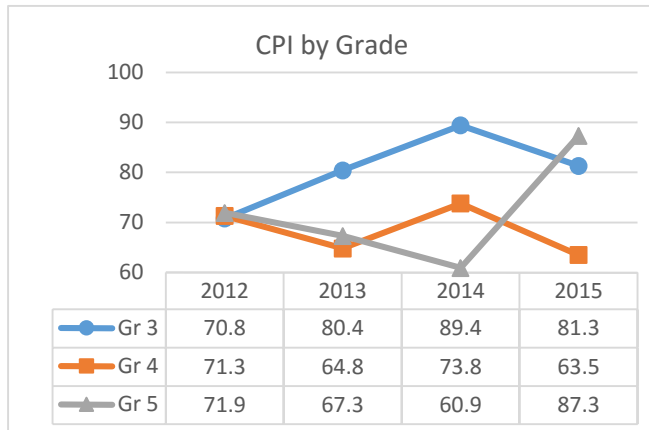
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MATHEMATICS

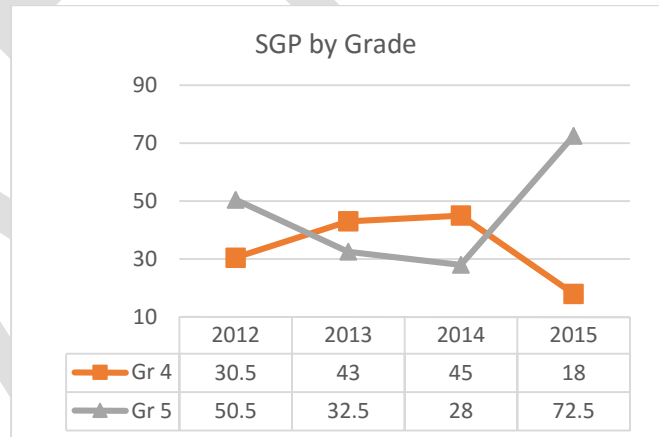
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	157	11	24	53	12	71.3	39
School 2013	166	11	31	42	16	72.1	34
School 2014	173	14	35	36	14	76.4	38
School 2015	198	17	30	44	9	76.6	33
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	198	17	30	44	9	76.6	33
Students with Disabilities	26	15	23	46	15	68.3	-
ELL	27	7	30	48	15	71.3	-
Former ELL	46	9	24	57	11	72.3	35
Economically Disadvantaged	118	14	27	48	11	72.2	23.5
African American /Black	8	-	-	-	-	-	-
Asian	43	26	26	40	9	77.9	62.5
Hispanic	125	18	31	44	7	78.6	24
White	19	5	37	37	21	68.4	-
Male	110	15	28	45	11	75.2	27
Female	88	19	32	42	7	78.4	40

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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	49	8	27	43	22	67.3
School 2013	52	17	27	42	13	73.6
School 2014	46	0	30	50	20	65.8
School 2015	59	14	49	34	3	85.2
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	59	14	49	34	3	85.2
Students with Disabilities	9	-	-	-	-	-
ELL	3	-	-	-	-	-
Former ELL	12	8	25	67	0	75.0
Economically Disadvantaged	26	12	35	50	4	80.8
African American /Black	1	-	-	-	-	-
Asian	15	20	40	40	0	83.3
Hispanic	35	9	57	29	6	85.7
White	7	-	-	-	-	-
Male	30	13	47	33	7	83.3
Female	29	14	52	34	0	87.1

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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	38	42%	36	26%	35	21%
Emerging	6	7%	14	10%	18	11%
Developing	27	30%	43	31%	48	29%
Expanding	19	21%	20	15%	41	25%
Bridging	1	1%	22	16%	18	11%
Reaching	0	0%	2	1%	4	2%
Total	91		137		164	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	46	61%	10	13%	19	25%
2015	54	59%	22	24%	16	17%

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 (3%)	3 (10%)	25 (83%)	1 (3%)	-	-
Emerging	-	1 (8%)	3 (23%)	9 (69%)	-	-
Developing	-	-	13 (33%)	22 (55%)	4 (10%)	1 (3%)
Expanding	-	-	-	7 (41%)	7 (41%)	3 (18%)
Bridging	-	-	-	-	2 (100%)	-
Reaching	-	-	-	-	-	-
Total (102)	1	4	41	39	13	4

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

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.

Indicator 1: Aligned and Consistently Delivered Curriculum: 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.

Strengths:

- The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy (grades 3-5), Mathematics, and Science.
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans)
- Instructional staff engages in regular discussions of student learning expectations horizontally and vertically (grades 4 and 5) with colleagues in their grades or subjects-PLC 1 hour 45 minutes 2x month.
- Instructional materials and technologies that align to curriculum maps are available in all classrooms

Areas of Need:

- District curriculum documents for ELA and Math should include guidelines that help with the instruction of English Language Learners.
- Instructional staff aligns assessments and evaluates student work based on a common understanding of what mastery looks like.
- Instructional materials and technologies that align to curriculum maps are available in all classrooms but not consistently utilized

Indicator 2: Effective Instruction: 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.

Strengths:

- Leaders and instructional staff agree on criteria for effective instruction.
- Leaders regularly gather evidence on instructional practice.
- Teachers engage in ongoing discussion and collaborative reflection on instructional practice.
- Some instructional staff use multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners.
- Developed small groups within ELA instruction.

Areas of Need:

- All instructional staff need to use multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners.
- Student assignments contain rigorous, embedded learning objectives that reflect high expectations; instructional staff ensures students understand the objectives.
- Instructional staff provides students with lessons that 1) are appropriate to their developmental and language proficiency levels, 2) engage them with content and address academic and social/emotional needs, and 3) promote higher-order thinking.
- Instructional practices of high quality: small group instruction, explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor charts, higher order thinking skills, accountable talk, gradual release of responsibility.

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

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.

Indicator 3: Data-based Decision-Making: 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.

Strengths:

- Instructional staff uses a range of assessments (formative and benchmark) that are aligned to the standards and grade-level learning outcomes.
- Assessments support the school's system of tiered instruction.
- Some of the instructional staff utilizes well-defined processes to periodically collect, analyze, review, and report results of assessments of student learning.

Areas of need:

- Common formative and benchmark assessments are horizontally/vertically aligned.
- Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results.
- Instructional staff embeds formative assessments in daily classroom practice and uses results to target and modify instruction.
- The school utilizes well-defined processes to periodically collect, analyze, review, and report results of assessments of student learning.

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

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.

Indicator 4: Professional Development: 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:

- Time is built into the school schedule for staff collaboration, and collaboration serves as PD.
- When external trainers/partners are needed, leaders enlist their assistance.
- All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.

Areas of need:

- Staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation
- Coaches and teacher leaders are trained in effectively engaging/teaching adults
- PD evolved and built upon previous PD

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Indicator 5: Structures for Collaboration: 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:

- Time is built into the school schedule for staff collaboration.
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives

Areas of need:

- Collaborative time is focused on taking instruction/learning to the next level of development, and addressing the needs (health/behavior/family) of the whole child.
- Promising practices for teaching and collaboration are identified and shared.
- Vertical Alignment
- Peer observations/Learning Walks

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

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.

Indicator 6: Tiered Instruction and Adequate Learning Time: 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:

- Block schedule
- Common Prep Times
- Support staff push in with minimal pull-out
- Staff utilizes resources to support students with a range of academic needs.
- Contractual extra-help used to support high needs students (before and after school)
- Mainstreaming into least restrictive environment
- Resources and technology
- Imagine Learning
- First in Math (K-5)
- IRead (K-2)
- RTI intervention for grades 3-5
- Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied.

Areas of need:

- Flexible tiers of research-based interventions supplement, enhance, and provide access to the core curriculum for high need subgroups requiring additional support.
- Increased opportunities for before and after school support for Tier 2 and 3.
- RTI intervention for grades K-5

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Indicator 7: Students' social, emotional, and health needs: 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:

- Students in crisis and others who require intensive assistance are identified and linked to appropriate supports in a timely manner (School Social Worker, School Adjustment Counselor, behavior specialist, Lynn Community Health Center, Mental Health Support Agencies)
- Camp Fire (anti-bullying program for grade 4)
- Healthy lifestyles are promoted through access to nutritious food/physical activity and overall health needs (School Nurse, Physical Fitness Tests, Forsyth Dental, Extra-curricular activities-basketball, cheerleading, Run Club, UMass nutrition class for grades 1&2)
- Social skills lesson incorporated in all COACH classes grades K-5 (May Institute)
- Classroom rules and consequences were established in each classroom
- Social worker's "Lunch Bunch"

Areas of need:

- School-wide behavior plan: PBIS (Phase 1 will begin in January 2016)
- Health classes (specifically to address issues of hygiene & substance abuse)
- Restructure the morning announcement

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:

- PTO
- Full-time parent liaison
- Various family/community events (sock hop, wax museum, concerts, literacy night, field day, winter wonderland, moving-on ceremonies, Navigators baseball game, First Book, ice cream social, Old Neighborhood meat donation for all families, Read Across America, flowers by Salvy event for grade 2 students, Museum of Science)
- Student Study Team meetings

Areas of need:

- Monthly support groups for parents
- More community involvement
- Monthly organized family events

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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: Effective Instruction, based on Student Learning Data and School Processes data

Priority 1 Common School-Wide Instructional Practices across grade levels to meet the needs of all students.

Strategies/Actions

- Teachers will be trained and begin implementation of school wide common language for problem solving in math and test taking strategies.
- Teachers will be coached in the development of well -structured lessons that incorporate an RTI model for mathematics.
- Teachers will continue to explicitly teach comprehension strategies in their instruction.
- These will be achieved by the implementation of:
 - *Keys to Literacy*
 - Differentiated Small Group Instruction using leveled texts
 - New and veteran teachers watching modeled and guided small group instruction lessons that encompass both comprehension and writing strategies.
 - Positive Behavioral Interventions and Systems that hold all students accountable so that effective instructional practices will be common across all classrooms.
 - Teachers will implement strategies to promote student engagement and higher order thinking skills through the use of *Total Participation Techniques*.

Expected Outcome(s)

- All students will be able to:
- access more complex texts
 - use strategies for self-control
 - participate in cooperative learning groups
 - demonstrate success due to the level of scaffolds and support across content areas
 - demonstrate responsibility for their learning

Timeline for Actions

- *Keys to Literacy* Summer retreat 2015 with support throughout the year
- Teachers will be provided with professional development around small group instruction, including *Keys to Literacy* and *Total Participation Techniques*, bi-weekly during PLC
- School-Wide roll out of PBIS in January 2016
- Every teacher will be trained to participate in Learning Walks in October 2015.
- Teachers will participate in 4 learning walks throughout the year

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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: Tiered Instruction and Adequate Learning Time

Priority 2

Research-based interventions supplement, enhance, and provide access to the core curriculum for high need subgroups requiring additional support.

Strategies/Actions

- Collect and analyze data to determine a course of intervention that meets the needs of all students.
- Teachers will be provided with coaching to implement strategies based on *Making the Most of Small Groups: Differentiation for All* and *Total Participation Techniques: Making Every Student an Active Learner*, including:
 - Design and organize classroom conducive to whole group learning with transitioning to small group
 - Group students based on data
 - Strategies geared toward addressing the five components of literacy development
 - Incorporate Total Participation Techniques in all areas of instruction to promote student engagement and facilitate higher order thinking.
- Adhere to the principles of Gradual Release of Responsibility. Teachers will continually adjust instruction to meet the needs of all learners.

Expected Outcome(s)

- Increase the growth of high need subgroups in order to decrease the achievement gap.
- Teachers will utilize resources to support students with a range of academic needs.
- Increase levels of student support to decrease the percentage of students receiving intensive Tier III interventions.
- Students become independent learners

Timeline for Actions

- Collaborative discussions around *Making the Most of Small Groups: Differentiation for All* and *Total Participation Techniques: Making Every Student an Active Learner* at Bi-Monthly PLC meetings.
- Evidence of GROR in teacher instruction.
- Ongoing collection/analyzing of data based on formative and summative assessments throughout the school year.

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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: