

**Sewell Anderson Elementary**  
**School Improvement Plan**  
**2015-2016**

**School Improvement Team**

Mary Panagopoulos, Principal

Theresa Curtis, Grade 5

Richard Masters, Grade 5

Julie O'Shea, Grade 2

Kathleen King, Reading Specialist

Angela Maggs, Grade 3

Sherrill Ellis, Special Education

Jill Bradley, Math CIT

Debra Clark, Special Education

**School Council Members**

**Mary Panagopoulos, Principal**

**Patricia Kelty, Co-chair**

**Theresa Curtis, Grade 5 teacher**

**Colleen Baker, Parent**

**Yasmene Driscoll, Parent**

**Diana Chakoutis, Community representative**

**Kathleen Kane, retired teacher**

**Paula Mackin, Community representative**

**Sewell- Anderson Elementary School**  
2015-2016 School Improvement Plan

**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 Sewell-Anderson School is committed to providing high quality, developmentally appropriate, standards-based child-centered activities within a well-equipped, organized setting. We believe supporting a child’s healthy development provides the basis for academic success, and promotes the foundation for becoming life-long learners. Recognizing parents as their child’s first, most important, and longest lasting teacher, we foster a parent/teacher partnership, and maintain communication with families about their child’s progress. Teachers provide high quality standards-based instruction, across all domains. As our students begin their journey of becoming life-long learners, our overarching goal is to develop life skills that will set them on their way.

**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.

Sewell-Anderson Elementary School is one of Lynn’s seventeen elementary schools. It has been a level 1 school for over 3 years. With a student population of approximately 271 students, the school services Kindergarten to Grade 5. The classes are comprised of regular education and four Developmentally Delayed classrooms. Sewell-Anderson is a Title I school.

The student population is almost evenly split between male and female; 51% male and 49% female. The percentage of students whose First language is not English, Economically Disadvantaged, and Special Education are higher than that of the state (see chart below). About one-third of the student population does not speak English as a first language; 42.4 % are considered Economically Disadvantaged; 20.9 % receive services from the Special Education Department. Regardless of these statistics our attendance rate has remained higher than both District and State.

**Student Enrollment**

	2013	2014	2015	2015 District
Pre-K	-	-	8	265
Kindergarten	49	41	40	1,222
Grade 1	48	58	50	1,479
Grade 2	43	47	58	1,379
Grade 3	43	54	39	1,275
Grade 4	47	45	58	1,155
Grade 5	40	42	44	1,086
<b>Total</b>	<b>270</b>	<b>287</b>	<b>297</b>	<b>7,861</b>

**Teacher Demographic**

	2012	2013	2014	2014 District	2014 State
Teacher Retention	73.1	75.0	82.8	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	5%	3%	5%	7%	6%
26-56	79%	69%	67%	70%	75%
Over 56	16%	28%	28%	23%	19%
Median Yrs Experience	-	-	18	8	-
% ≥ 10 Yrs Experience	-	-	76%	45%	-

**Sewell- Anderson Elementary School**  
2015-2016 School Improvement Plan

**Performance Indicators**

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.9	95.6	95.2	94.0	94.9
Absent 10 or more days (%)	27.8	29.4	34.1	38.2	30.4
Chronically Absent (% with < 90%)	7.2	6.6	9.5	19.1	12.3
Student Retention Rate	5.8	2.3	2.4	4.2	1.6
Out-of-School Suspension Rate	3.1	2.1	4.3	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	10.9	8.7	10.4	10.7	8.7
Asian	3.6	2.8	3.4	9.2	6.3
Hispanic	43.1	43.3	45.5	56.4	17.9
White	36.5	38.1	36.4	19.6	63.7
Multi-Race	5.1	6.6	4.0	3.8	3.1
Male	56	53	51	53	51
Female	44	47	49	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	32.5	28.4	31.0	54.1	18.5
English Language Learner	10.2	10.4	12.5	18.8	8.5
Special Education	24.5	21.1	20.9	15.4	17.1
Economically Disadvantaged	-	-	42.4	46.2	26.3

The staff of the Sewell-Anderson School is comprised of 23 full-time educators including 1 Principal, 1 Math CIT, 1 ELL Specialist, 2 Reading Specialists, 12 teachers, 2 Specialized inclusion teachers, and 4 self-contained special education teachers along with 8 part time specialists. All educators are certified and highly qualified in their content area. 66% of the educators in the building have professional status.

*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.

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

**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 Sewell-Anderson 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 for English Language Learners and Students with Disabilities. Curriculum and instruction focuses have included:

- Reading Comprehension strategies are explicitly taught. Teachers have taken professional development as well as participated in book studies/reading roundtables. Common language is used across grade levels to provide a connection among students. Both new and veteran teachers participate in collaboration during Common Planning Time. The School Support Team meets monthly with new teachers and spends some of their time introducing and educating new teachers on school-wide initiatives.
- Formative Assessment is regularly used in classrooms. These assessments are used daily to drive day to day instruction. Some of the formative assessments used include tickets to leave, quick sorts, dipsticking.....In addition, teachers work together to implement common formative assessments as a grade level.
- An increase of small group instruction was implemented to better address the needs of individual students needs and to address mistakes as they happen. While grades K to 2 have always used small group instruction as a primary instructional practice, all grade levels are now using small group instruction. Classroom teachers regularly work using an inclusive model with support staff including the ESL teacher, resource teachers, reading teachers, and the math CIT to provide instruction that meets the varied levels of need found in their classrooms.
- Various new curriculum tools have been purchased and are being used including: Go Math, Anchor Comprehension, Know Atom Science, WEX Writing, and Reading A-Z.

In an effort to support the whole child, the Sewell-Anderson School has focused on engaging parents and supporting the social/emotional/ health needs through the following:

- Playworks is a recess model implemented in the 2013-2014 school year as a result of the issues arising during recess. Teachers were trained in Playworks games and equipment was purchased. Students are taught games and Playworks procedures during physical education class. Playworks games and locomotion are determined by each grade level. The school's Playworks goal is that all students are moving and participating in an activity during this time.
- APTT (Academic Parent Teacher Teams) began during the 2013-2014 school year in grades 1 and 2. This program developed relationships with parents around academics and increasing student achievement through specific goal setting. During the 2014-2015 school year, kindergarten and grade 3 were included. For the 2015-2016 school year, it is intended that the program will span the entire school. Meetings occur 3 times per school year and provide opportunities for parents to see their child's ability in a particular skill, learn an activity to further develop that skill, and set a goal for their child.

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

#### *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 aspire 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.

#### *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.

At this time, Sewell-Anderson does not have current reliable perception data. We plan to meet and determine which survey we will focus on for the school year.

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

**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).

#### Pertinent data observations

- Sewell-Anderson is a Level 1 school. It has also been recognized as a Commendation School. Sewell-Anderson has narrowed the proficiency gap in ELA, Math, and Science. Sewell-Anderson is above or on target in each of the PPI categories except for increasing advanced in ELA as well as decreasing the percentage of students in warning in both ELA and Science.
- The male subgroup has not met the goal of 51% in SGP in either ELA (47.5) or Math (45.5).
- The female subgroup has exceeded the goal of 51% in SGP in both ELA (62.5) and Math (59).
- In ELA, grade 3, there has been a slight decline in CPI from 87.8% to 84.3%.
- In ELA, grade 4 has increased and grade 5 has maintained their CPI.
- In ELA, the SGP of students in grade 4 has shown significant growth from 2014- 2015.
- In ELA the SGP of students in grade 5 has shown a decrease of growth during 2014-2015.
- In Math, grade 3 has shown significant growth in CPI from 87.0% to 97.1% during 2014-2015.
- In Math, grade 4 CPI decreased from 90.6% to 85.7% during 2014-2015.
- In Math grade 5 CPI had a slight decrease from 89.9% to 87.5% during 2014-2015.
- In Math, the SGP of students in grade 4 has shown significant growth from 2014-2015.
- In Math, the SGP of students in grade 5 has shown a significant decrease from 2014-2015.
- In Kindergarten, DIBELS Nonsense word fluency results show 49% of students were in the low/declined category for growth.
- In Kindergarten, DIBELS Nonsense word fluency results show 15% of the students showed high growth.
- In First grade, DIBELS Oral reading fluency results show 29% of students were in the low/declined category for growth.
- In First grade, DIBELS Oral reading fluency results show 6% of students showed high growth.
- In Second grade, DIBELS Oral reading fluency results show only 17% of students were in the low/declined category for growth; while 38% showed high growth.
- In Third grade, DIBELS Oral reading fluency results show 21% of students were in the low/declined category for growth; with only 6% showing high growth.

**Sewell- Anderson Elementary School**  
2015-2016 School Improvement Plan

**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, and 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 1</b>									
<b>School Percentile: 58<sup>th</sup></b>									
<b>Cumulative PPI (all students) 100</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>	84.6	87.7	87.9	0.2	63 <sup>rd</sup>	Above Target	88.2	0.3	Above Target
<b>SGP</b>	54	67	61	-6	79 <sup>th</sup>	Above Target	56	-5	On Target
<b>% Advanced</b>	10.3	9.4	10.3	0.9	39 <sup>th</sup>	Not meeting target	8.3	-2.0	Not meeting target
<b>% Warning</b>	2.2	2.3	1.5	-0.8	90 <sup>th</sup>	Met Target	2.8	1.3	Not meeting target
<b><u>Math</u></b>									
<b>CPI</b>	84.2	88.3	89.0	0.7	71 <sup>st</sup>	Above Target	89.3	0.3	Above Target
<b>SGP</b>	68	58	57	-1	65 <sup>th</sup>	On Target	52.5	-4.5	On Target
<b>% Advanced</b>	14.7	14.8	19.1	4.3	31 <sup>st</sup>	Met Target	22.2	3.1	Met Target
<b>% Warning</b>	6.6	3.1	5.1	2.0	64 <sup>th</sup>	Not meeting target	1.9	-3.2	Met Target
<b><u>Science</u></b>									
<b>CPI</b>	73.3	82.1	79.2	-2.9	38 <sup>th</sup>	Above Target	79.4	0.2	Above Target
<b>% Advanced</b>	9.3	15.4	0.0	-15.4	3 <sup>rd</sup>	Not meeting target	2.9	2.9	Met Target
<b>% Warning</b>	16.3	0.0	4.8	4.8	60 <sup>th</sup>	Not meeting target	11.8	7.0	Not meeting target

*\*2015 Data are Preliminary.*

**Historical Accountability Data**

2012	Level 1	School Percentile:	34 <sup>th</sup> %ile	Annual PPI = 120	Cumulative PPI = 77
2013	Level 1	School Percentile:	48 <sup>th</sup> %ile	Annual PPI = 110	Cumulative PPI = 92
2014	Level 1	School Percentile:	58 <sup>th</sup> %ile	Annual PPI = 105	Cumulative PPI = 100
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

**Sewell- Anderson Elementary School**  
2015-2016 School Improvement Plan

**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	14 (36%)	11 (28%)	High	6 (15%)	276 (24%)
Average	18 (46%)	14 (36%)	Moderate	4 (10%)	221 (19%)
Low Average	4 (10%)	9 (23%)	Typical	10 (26%)	176 (15%)
Below Average	3 (8%)	4 (10%)	Low/Declined	19 (49%)	472 (41%)
Well Below Average	0 (0%)	1 (3%)			
<b>CPI</b>	<b>93.6</b>	<b>87.2</b>	<b>Total</b>	<b>39</b>	<b>1,145</b>

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	16 (33%)	16 (33%)	High	3 (6%)	144 (11%)
Average	16 (33%)	14 (29%)	Moderate	7 (15%)	299 (22%)
Low Average	6 (13%)	9 (19%)	Typical	24 (50%)	487 (36%)
Below Average	8 (17%)	5 (10%)	Low/Declined	14 (29%)	439 (32%)
Well Below Average	2 (4%)	4 (8%)			
<b>CPI</b>	<b>85.4</b>	<b>83.9</b>	<b>Total</b>	<b>48</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	15 (29%)	19 (36%)	High	20 (38%)	236 (19%)
Average	15 (29%)	21 (40%)	Moderate	12 (23%)	264 (21%)
Low Average	8 (15%)	6 (12%)	Typical	11 (21%)	367 (29%)
Below Average	11 (21%)	4 (8%)	Low/Declined	9 (17%)	379 (30%)
Well Below Average	3 (6%)	2 (4%)			
<b>CPI</b>	<b>81.3</b>	<b>90.4</b>	<b>Total</b>	<b>52</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	11 (33%)	10 (30%)	High	2 (6%)	136 (12%)
Average	9 (27%)	12 (36%)	Moderate	7 (21%)	271 (24%)
Low Average	6 (18%)	6 (18%)	Typical	17 (52%)	300 (27%)
Below Average	5 (15%)	3 (9%)	Low/Declined	7 (21%)	416 (37%)
Well Below Average	2 (6%)	2 (6%)			
<b>CPI</b>	<b>83.3</b>	<b>86.4</b>	<b>Total</b>	<b>33</b>	<b>1,123</b>



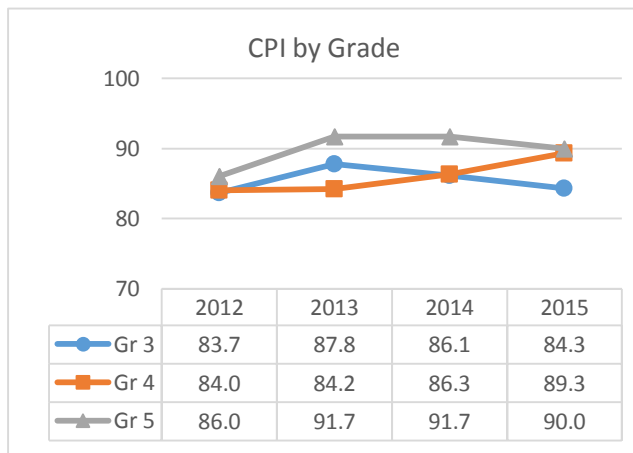
**Sewell- Anderson Elementary School**  
2015-2016 School Improvement Plan

**ENGLISH LANGUAGE ARTS**

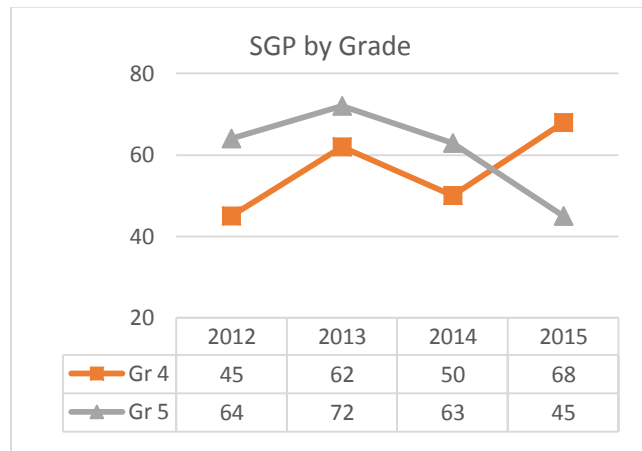
**Multi-Year MCAS ELA Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	136	10	38	32	20	84.6	54
School 2013	128	9	42	30	19	87.7	67
School 2014	136	10	40	32	18	87.9	61
School 2015	131	7	52	21	20	88.2	56
District 2015	7,228	8	43	33	15	78.8	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	131	7	52	21	20	88.2	56
Students with Disabilities	35	0	11	20	69	79.3	-
ELL	8	-	-	-	-	-	-
Former ELL	8	-	-	-	-	-	-
Economically Disadvantaged	50	6	68	26	0	91.5	64
African American /Black	16	6	31	25	38	75.0	-
Asian	-	-	-	-	-	-	-
Hispanic	56	7	46	23	23	87.9	58
White	50	8	60	20	12	91.0	56
Male	71	7	44	21	28	85.9	47.5
Female	60	7	62	22	10	90.8	62.5

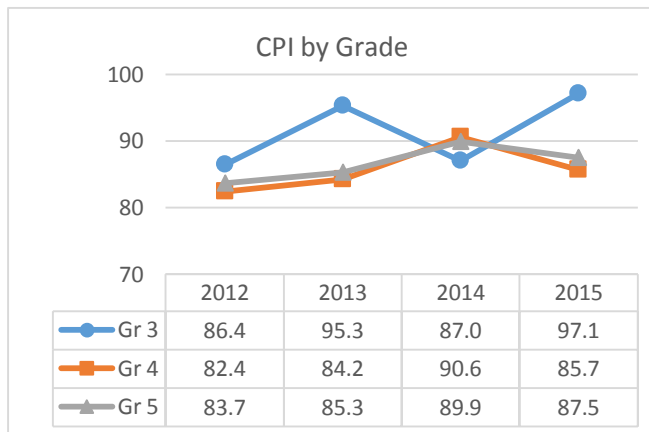
**Sewell- Anderson Elementary School**  
2015-2016 School Improvement Plan

**MATHEMATICS**

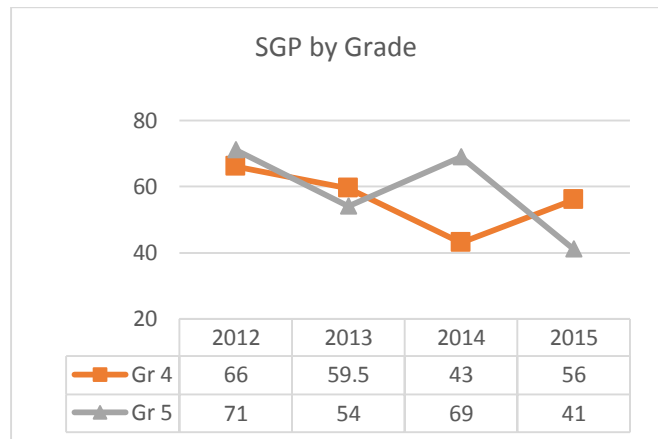
**Multi -Year MCAS Math Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	136	15	34	27	24	84.2	68
School 2013	128	15	41	23	20	88.3	58
School 2014	136	19	39	21	21	89.0	57
School 2015	131	18	38	24	19	89.3	52.5
District 2015	7,312	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	131	18	38	24	19	89.3	52.5
Students with Disabilities	38	3	18	18	61	92.1	-
ELL	8	-	-	-	-	-	-
Former ELL	8	-	-	-	-	-	-
Economically Disadvantaged	67	12	42	25	21	89.9	68.5
African American /Black	16	6	31	38	25	82.8	-
Asian	-	-	-	-	-	-	-
Hispanic	56	9	41	27	23	87.9	54
White	50	30	38	18	14	92.5	55
Male	71	14	37	23	27	89.8	45.5
Female	60	23	40	27	10	88.8	59

**Sewell- Anderson Elementary School**

2015-2016 School Improvement Plan

**SCIENCE/TECHNOLOGY & ENGINEERING**

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

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	43	9	30	37	23	73.3
School 2013	39	15	15	46	23	82.1
School 2014	42	0	33	45	21	79.2
School 2015	40	2	38	35	25	79.4
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	40	2	38	35	25	79.4
Students with Disabilities	9	-	-	-	-	-
ELL	1	-	-	-	-	-
Former ELL	4	-	-	-	-	-
Economically Disadvantaged	17	0	41	35	24	85.3
African American /Black	7	-	-	-	-	-
Asian	-	-	-	-	-	-
Hispanic	12	0	25	42	33	72.9
White	18	6	56	28	11	91.7
Male	20	5	40	25	30	80.0
Female	20	0	35	45	20	78.8

**Sewell- Anderson Elementary School**

2015-2016 School Improvement Plan

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

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	8	36%	6	21%	6	17%
Emerging	2	9%	4	14%	9	25%
Developing	6	27%	8	29%	9	25%
Expanding	5	23%	3	11%	5	14%
Bridging	1	5%	4	14%	4	11%
Reaching	0	0%	3	11%	3	8%
<b>Total</b>	<b>22</b>		<b>28</b>		<b>36</b>	

**ACCESS for ELLs Growth**

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	12	63%	1	5%	6	32%
2015	11	55%	3	15%	6	30%

**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 (20%)	3 (60%)	1 (20%)	-	-	-
Emerging	-	-	3 (75%)	1 (25%)	-	-
Developing	-	-	1 (13%)	3 (38%)	3 (38%)	1 (13%)
Expanding	-	-	-	1 (25%)	1 (25%)	2 (50%)
Bridging	-	-	1 (100%)	-	-	-
Reaching	-	-	-	-	-	-
<b>Total (22)</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

#### 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:

- Teachers follow the district map and pacing guides to develop standards-based lesson plans.
- With assistance from support staff and classroom teachers, tiered instruction is implemented in ELA.
- Small group instruction is consistently executed in ELA on a weekly basis

#### Areas of Need:

- Common Planning Time (time and utilization)
- Professional Development with new curriculum

**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:

- With assistance from support staff and classroom teachers, tiered instruction is implemented in ELA.
- Small group instruction is consistently executed in ELA on a weekly basis.
- Teachers create anchor charts to reinforce ELA and Math content.

#### Areas of Need:

- Professional development in the new ELA curriculum for SY15-16 Grades K-2 and SY16-17 Grades 3-5.
- Staff would benefit from professional development in higher order thinking skills (HOTS).
- Staff would benefit from professional development in technology (ie. iPads, SMARTboards, computers).
- Small group instruction needs to be incorporated in Math weekly.

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

#### 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:

- Data-based tiered instruction – teachers drive instruction based on District assessment data (District: DIBELS, DAZE, MCAS, Unit Assessments).
- Sharing data findings with staff during Faculty Meetings.
- Through progress monitoring teachers are able to track students' progress.
- Teachers receive a profile of students that are serviced with an IEP or 504.
- Based on MCAS data, students are invited to an afterschool program.
- Teachers are provided with data reports from TestWiz (Math) and Ideal (ELA) to drive instruction.

#### Areas of need:

- Formative assessments need to be used regularly to drive small group instruction. (i.e lesson summarizers).
- Classroom teachers lack awareness of ELL standards (i.e. MPIs).
- More collaboration time between teachers and specialists is necessary.

#### 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:

- Teachers participated in book talks pertaining to Reading Comprehension Strategies.
- Professional development in RETELL, SIOP, Go Math, Six Traits of Writing, and RBT.
- Peer Observation – selected teachers were able to participate in a learning walk to observe co-workers.

#### Areas of need:

- Teacher survey to determine needs and implement professional development opportunities that reflect the initiatives of the school (for SY 15-16)
- Professional development in Technology

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

**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:

- Analyze data to drive instruction
- Common Planning Time (1 x 40 minutes bi-weekly)-Administrative driven with a focus on data, professional development, and school processes.
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives
- Special Education meetings focusing on MCAS-ALT weekly

#### Areas of need:

- More collaboration time for teachers by grade level including specialists.
- Vertical alignment – there needs to be an understanding of the curriculum in previous and subsequent grades.
- All teachers should have the opportunity to participate in Learning Walks throughout the school year.

#### **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:

- An inclusion model is utilized successfully throughout the building with the use of support staff.
- Students from DD and II classrooms have the opportunity to mainstream into a least restrictive environment whenever possible.
- Student Study Team meets on a monthly basis.
- 504 coordinator works with District compliance officer.
- A progress-monitoring system is in place in ELA; data from this system drives instructional decisions throughout the tiered process.
- Contractual extra-help used to support high needs students (before and after school).
- Afterschool programs in both ELA and Math based on MCAS data.
- Reading specialists provided enrichment to students.
- Imagine Learning for ELL students and substantially separate students.

#### Areas of need:

- Teachers should be using formative assessments more often in ELA/Math to identify students in need.

## Sewell- Anderson Elementary School

### 2015-2016 School Improvement Plan

**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:**

- The school is provided with a Bullying coordinator, Playworks coordinator, School Adjustment Counselor, Homeless Coordinator, and Behavior specialist.
- Students recite a daily School Pledge to build community.
- APTT (K-3) – provided a forum for teachers and parents to work together to improve student learning.
- Multiple programs are offered to our students. i.e. Forsythe Dental, Fire safety program, Eye and Ear testing.
- Many extra-curricular activities are offered throughout the school year.

**Areas of need:**

- A school-wide procedure for discipline should be established.
- Students would benefit from an increase of availability from SAC services and behavior specialists.
- More opportunities to participate in Safety Care training

**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:**

- APTT (K-3) – provided a forum for teachers and parents to work together to improve student learning.
- Communications between school and family include: Monthly newsletter, Take home Tuesday, School newspaper
- Many opportunities given to school and family to socialize: PTO activities and fundraisers, Walk to school Wednesdays, Monthly Assemblies, and Faculty basketball
- School has a strong partnership with the Rotary Club and Shaw's Supermarkets.

**Areas of need:**

- Update Sewell-Anderson School website and Facebook page.
- More opportunities for conference time with parents.



## Sewell- Anderson Elementary 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: Small group instruction in ELA/Math in all grades.**

#### Priority 1

Implement small group instruction in Math, as well as continue and strengthen the practice of small group instruction in ELA schoolwide.

#### Strategies/Actions

- Classroom teachers will use multiple forms of data (i.e. DIBELS, Unit Assessments, lesson summarizers, etc.) to create small groups.
- Math CIT will provide job embedded PD
- Math CIT will work with grade level teachers to implement, develop, and model small group instruction.
- Reading specialists will collaborate with classroom teachers during Professional Learning Time (PLT).

#### Expected Outcome(s)

- Weekly lesson plans will reflect small group instruction in both ELA and Math.
- Established small group routines will be observed either through observations or walkthroughs.

#### Timeline for Actions

- October faculty meeting: Introduction of Priority 1.
- December faculty meeting: faculty will be given an opportunity to view other classrooms in the school for ideas on small group instruction/schedules.
- March faculty meeting: teachers will share successes in small group instruction.
- By June of 2016, small group instruction will be visible in all classrooms in the subject areas ELA and Math.
- Principal will observe small groups in action during announced and unannounced visits.

**Sewell- Anderson Elementary School**

2015-2016 School Improvement Plan

**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:** According to DIBELS data, grades K,1, and 3 showed a high percentage of students in the low/declined growth category.

**Priority 2**

Improve reading fluency in grades K-3.

**Strategies/Actions**

- Incorporate Progress Monitoring biweekly.
- Hot/Cold reads will be implemented in each K-3 classroom weekly.
- Grades 4 and 5 will continue to practice fluency passages.
- Fluency practice sheets will be sent home for students to work with parents.
- Flashcards will be sent home for students to work with parents (ie. alphabet cards, sight words, etc.).

**Expected Outcome(s)**

- DIBELS data will show students growth improving from low/declined category to typical category.

**Timeline for Actions**

- Fall benchmarks will determine the baseline for each student.
- October through December: students will be progress monitored.
- Winter benchmarks will determine mid-year growth for each student.
- February through May: students will be progress monitored.
- Spring benchmarks will determine end of year growth for each student.

**Sewell- Anderson Elementary School**

2015-2016 School Improvement Plan

**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: