

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

**School Improvement Team**

Pattye Griffin - Principal  
Allison Gibbs - Math CIT  
Deborah Grant - Grade 2 Teacher  
Christina Kotsakis - Reading Teacher  
Amy O'Shea Wallace - Special Education Teacher

**School Council Members**

Pattye Griffin - Principal  
Amanda Place - ESL Teacher  
Kristin Page – Grade 1 Teacher  
Jennifer Nordyke - Grade 5 Teacher  
Bessie Broufas - Grade 5 Teacher  
Jean DeMase - Parent  
Rocio Mora – Parent

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**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.

**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 Tracy Elementary School has a student population of approximately 430 students. Demographically the student population is 8.2% African American; 8.7% Asian; 71% Hispanic; 7.7% White; and 4.2% multi-race non-Hispanic.

The student population is composed of 67% of students whose first language is not English; 34.7% who are Limited English Proficient; 58.1% who are economically disadvantaged; and 4.5% who receive services from the Special Education Department.

Tracy is a Title I school with a combination pull-out/inclusion program. A Response to Intervention program is used in grades 1-5. The goal of this program is to target children who are performing at below expected levels in the areas of math and reading. This small group intervention serves as an additional tier of instruction to address missing or incomplete skills.

Due to increasing enrollment, the kindergarten students were moved to the Early Childhood Center, located at 90 Commercial Street in 2014/2015. The children are transported by bus in the morning and afternoon. For the 2015-2016 school year there will be 4 first grade classrooms, 4 second grade classrooms, 4 third grade classrooms, 3 fourth grade classrooms, and 2 fifth grade classrooms. There are 18 classroom teachers, 2 reading teachers, 3 English as Second Language teachers (ESL), 2 special education teachers, 1 math CIT and 1 math instructional teacher. There is one parent liaison and 4 intervention paras who assist with the kindergarten buses in the morning and afternoon. The school has a part time social worker. The school houses an outreach program for Lynn Community Behavioral Health.

The school has a 96% attendance rate, which is greater than the district's rate of 94% and the state's rate of 94.9%. The percentage of students with 10 or more days absent is just under 30%, but 7.7% of the students are absent  $\geq 10\%$  of the school year.

Tracy School has an 84.4% teacher retention rate, higher than the district's 79.8% but just below the state's average retention rate of 84.6%. This high retention rate allows for continuity of programming for school-based initiatives. The average age of the staff is 26-56 years of age. The median years of experience for the staff is 13 years, with 60% of the staff having  $\geq 10$  years of experience.

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**Student Enrollment**

	2013	2014	2015	2015 District
Kindergarten	92	-	-	1,222
Grade 1	88	104	104	1,479
Grade 2	72	90	110	1,379
Grade 3	62	65	66	1,275
Grade 4	66	70	65	1,155
Grade 5	52	64	58	1,086
<b>Total</b>	<b>432</b>	<b>393</b>	<b>403</b>	<b>7,861</b>

**Teacher Demographic**

	2012	2013	2014	2014 District	2014 State
Teacher Retention	69.0	75.9	84.4	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	6%	6%	3%	7%	6%
26-56	82%	74%	75%	70%	75%
Over 56	12%	20%	22%	23%	19%
Median Yrs Experience	-	-	13	8	-
% ≥ 10 Yrs Experience	-	-	60%	45%	-

**Performance Indicators**

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	96.0	95.5	96.0	94.0	94.9
Absent 10 or more days (%)	26.7	29.6	29.4	38.2	30.4
Chronically Absent (% with < 90%)	7.9	10.9	7.7	19.1	12.3
Student Retention Rate	2.3	3.8	7.4	4.2	1.6
Out-of-School Suspension Rate	1.9	2.9	2.6	12.0	3.9

**Percent of students by race and gender**

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	8.3	8.7	8.2	10.7	8.7
Asian	9.3	8.9	8.7	9.2	6.3
Hispanic	69.4	68.2	71.0	56.4	17.9
White	10.2	9.9	7.7	19.6	63.7
Multi-Race	2.1	3.6	4.2	3.8	3.1
Male	53	53	52	53	51
Female	47	47	48	47	49

**Enrollment by Special Population**

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	66.2	65.4	67.0	54.1	18.5
English Language Learner	33.8	31.8	34.7	18.8	8.5
Special Education	3.9	6.1	4.5	15.4	17.1
Economically Disadvantaged	-	-	58.1	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.

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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.

Core Instructional programs:

- National Geographic’s REACH for Reading Program for Grades One and Two
- National Geographic’ REACH program for ESL students in Grades One and Two
- Houghton Mifflin’s Trophies Reading Program for Grades Three, Four, and Five
- Houghton Mifflin’s Go Math
- Common Core State Standards (CCSS)
- Science program designed by the city of Lynn

Tracy School uses Cross Classroom instructional groupings to address students who are performing below grade level expectations. Data Meetings are scheduled every eight weeks to review the student’s scores on DIBELs, DAZE, and math fact fluency tests, as well as common grade level assessments. Students who are not making anticipated gains in these tests are identified and an analysis of the students’ errors assists in identifying the instructional needs of the students. Students are placed into small groups for a Tier 2 instructional group according to similarities of errors. The children receive their instruction during a grade-wide Walk to Intervention Block for reading. For Math Interventions, the students receive an additional dose of instruction during the independent phase of the gradual release model. Materials used during interventions include:

- Anchor Comprehension by Benchmark
- Sidewalks
- Intervention Toolkits
- Trait Crates
- Encore Math
- First In Math
- Do The Math by Marilyn Burns
- Internet Resources

In addition to the data Meetings held every eight weeks, teachers have weekly common planning time with grade-level teachers and associated interventionists. During this time the teachers review the planned lessons for possible interventions that may be necessary. By using common lesson plans across all grade levels, it ensures all students have similar curricular knowledge and allows the teachers to actively use student work as a basis for understanding the student response to instruction.

In the past few years, the teachers have delved into a variety of instructional techniques. Several teachers were trained in Universal Design for Learning (UDL). The principal and another teacher participated in training at Harvard University during July, 2013. Additional training of 9 staff members and the principal was held at CAST in Wakefield. This identified practice was the focus of staff meetings. Lessons were expected to utilize the practice of individualizing instruction for the neediest students. The following year training and best practices for English Language Learners based on ACCESS’s Can-Do Indicators, including model performance indicators (MPIs) was the school wide focus. The goal was to provide instructional techniques for showing student mastery based on the student’s English language acquisition. The staff meetings, led by the ESL teachers, worked to increase teachers’ ability to plan for the students identified model performance indicators using the can-do descriptors from WIDA. Last year the focus was on Total Participation Techniques (TPT) for enhanced student engagement. In order to increase student performance the students needed to be actively engaged in the lesson. A year-long staff development, in the form of a book talk on the book *Total Participation Techniques: Making Every Student and Active Learner* by Persida Himmele and William Himmele (2011). The teachers constructed a flipchart designed by

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the principal of the various techniques and they used them in their lessons as evidenced by lesson plans, student work samples, and principal's observation.

Reflecting on the 2015 ACCESS scores, the speaking scores are significantly lower in comparison to listening, reading, and writing. Therefore, the focus of the school will be to increase academic discourse within the classrooms using best practices including sentence frames, graphic organizers, TPTs, word banks, etc. Monthly Faculty meetings gives teachers time to review the current school based initiative, increasing academic discourse. Meetings are structured as a professional learning community, giving teachers time to develop new knowledge and instructional strategies. The teachers are expected to utilize those strategies during classroom instruction, as evidenced by lesson plans, student work samples, and principal walk-throughs. An additional focus will be to decrease the amount of chronically tardy and absent students. Methodology includes tips and strategies from the Attendanceworks.org website. Since research identifies poor attendance as a hindrance to academic learning, the school will work to increase parental awareness of the effects of poor attendance as a way of increasing the student's academic language.

School endeavors to develop students who are demonstrate strong citizenship skills. This is evident during the morning announcements when the students are greeted as Tracy Family and they recite the school motto "Do something nice for somebody else, just because you can" and the Pledge of Allegiance. Every child is recognized with birthday bags to celebrate their birthday. Accomplishments such as Daily and Weekly acknowledgement of First in Math achievements, Perfect Attendance and Citizen of the Month are recognized at the monthly family meetings. The communities are included during Family and community engagement activities, such as Winter Wonderland and Field Day and Holiday concerts and performances, such as Veteran's Day, Memorial Day, Flag Day, Winter concert, etc. Additional community support is given through weekly parent newsletters as well as the Spanish-speaking school liaison

Students are given additional opportunities for learning through MCAS Bootcamps for ELA and Math for targeted students in grades 3-5. To increase interest in science, the fifth grades have a Robotics Club that meets weekly. Students who are acquiring English have the opportunity to participate in the Imagine Learning computer program three times a week. Students who need assistance completing their homework may join the Homework Help club, which is staffed by teachers and volunteers from the fifth grade student council.

*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.

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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.

The school is perceived in a positive light by students and parents. In a formal survey of grades one and two parents, a majority agreed that the school is adequately preparing their child for the future. Furthermore, parents provided feedback stating "As a mother, I am satisfied with what the school has done for my son," and "At this moment, the school is doing what they are supposed to do. I'm grateful and content with the way the school works." One fifth grade student expressed his connection with the school by writing, "They (the teachers) all care about my grades and all the teachers ... are concerned, believe in me, and want me to succeed in life and also to have a great life."

**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 ELA and Math MCAS 2015 results, female CPI is higher than the male, even with a larger male population.

The breakdown of score are:

Grade 3

- Average CPI for ELA = 75.7
- Average CPI for Math = 89.9

Grade 4

- Average CPI for ELA = 65.0
- Average ELA student growth percentage= 39.6%
- Average CPI for Math = 62.7
- Average Math student growth percentage= 31.6%

Grade 5

- Average CPI for ELA = 90.2
- Average ELA student growth percentage= 66.1%
- Average CPI for Math = 80.4
- Average Math student growth percentage= 59.4%
- Average CPI for Science = 74.1

Our 2015 ELA CPI shows a decline of 2.7 points, at 77.5. The student growth percentile for the school dropped by 18, with a net of 52, which is still considered on target.

The math CPI remained relatively consistent from the 2014 data to the 2015 MCAS data. The CPI is 78.4, with a drop of 1.5.

The science CPI was above target by 9.0 points. The CPI increased from 66.5 in 2014, to 75.5 in 2015. It is significant to note that the fifth grade teachers have established one instructional period of 90 minutes to science and social studies.

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The student growth percentile (SGP) for all subgroups is at or near the 50<sup>th</sup> percentile. The student growth percentile for the All Students group (n=183) is 52%. The Former ELL group (n=35) has a SGP of 49%, Economically disadvantaged (n= 129) has a SGP of 51%, and the Hispanic subgroup (n=128) has a SGP of 51%. The male SGP (n=100) is 53% and the female (n=83) is 51.5%.

In the DIBELS Next Oral Reading Fluency assessment for the end of the year, 83% of the first grade students made typical, moderate, or high growth. The CPI for DIBELS Next Oral Reading Fluency increased from 63.0 in the winter benchmarks to 67.7 in the spring benchmarks. In second grade 67% made typical, moderate, or high growth. The CPI for DIBELS Next Oral Reading Fluency increased from 77.8 in the fall benchmarks to 78.8 in the spring benchmarks.

In the 2015 ACCESS testing, the data illustrates the growth achieved in reading and writing, which were focus areas in previous years. The current focus area will be to increase the students' academic discourse. These efforts will provide the basis for increased scores in the speaking domain.

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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: 34<sup>th</sup></b>										
<b>Cumulative PPI (all students) 67</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>	75.6	70.5	80.2	9.7	32 <sup>nd</sup>	Improved Below Target	77.5	-2.7	Declined	
<b>SGP</b>	58.5	48	70	22	95 <sup>th</sup>	Above Target	52	-18	On Target	
<b>% Advanced</b>	5.0	4.0	4.7	0.7	15 <sup>th</sup>	Met Target	3.3	-1.4	Not meeting target	
<b>% Warning</b>	13.7	12.1	8.4	-3.7	35 <sup>th</sup>	Met Target	11.5	3.1	Not meeting target	
<b><u>Math</u></b>										
<b>CPI</b>	77.7	75.9	79.9	4.0	31 <sup>st</sup>	Improved Below Target	78.4	-1.5	No Change	
<b>SGP</b>	54	49	65	16	86 <sup>th</sup>	Above Target	44	-21	Below Target	
<b>% Advanced</b>	6.9	11.4	16.9	5.5	23 <sup>rd</sup>	Met Target	18.0	1.1	Not meeting target	
<b>% Warning</b>	9.4	12.6	9.0	-3.6	38 <sup>th</sup>	Met Target	10.9	1.9	Not meeting target	
<b><u>Science</u></b>										
<b>CPI</b>	77.1	73.0	66.5	-6.5	15 <sup>th</sup>	Declined	75.5	9.0	Above Target	
<b>% Advanced</b>	6.4	14.0	4.8	-9.2	14 <sup>th</sup>	Not meeting target	7.3	2.5	Met Target	
<b>% Warning</b>	6.4	12.0	12.9	0.9	25 <sup>th</sup>	Not meeting target	7.3	-5.6	Met Target	

*\*2015 Accountability Data are Preliminary.*

**Historical Accountability Data**

2012	Level 2	School Percentile:	36 <sup>th</sup> %ile	Annual PPI = 60	Cumulative PPI = 70
2013	Level 2	School Percentile:	27 <sup>th</sup> %ile	Annual PPI = 60	Cumulative PPI = 63
2014	Level 2	School Percentile:	34 <sup>th</sup> %ile	Annual PPI = 80	Cumulative PPI = 67
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =



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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	5 (5%)	6 (6%)	High	17 (18%)	144 (11%)
Average	23 (24%)	25 (26%)	Moderate	30 (31%)	299 (22%)
Low Average	20 (21%)	24 (25%)	Typical	33 (34%)	487 (36%)
Below Average	22 (23%)	23 (24%)	Low/Declined	16 (17%)	439 (32%)
Well Below Average	26 (27%)	18 (19%)			
<b>CPI</b>	<b>63.0</b>	<b>67.7</b>	<b>Total</b>	<b>96</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	17 (17%)	20 (20%)	High	11 (11%)	236 (19%)
Average	32 (33%)	33 (34%)	Moderate	20 (20%)	264 (21%)
Low Average	19 (19%)	15 (15%)	Typical	34 (35%)	367 (29%)
Below Average	21 (21%)	22 (22%)	Low/Declined	33 (34%)	379 (30%)
Well Below Average	9 (9%)	8 (8%)			
<b>CPI</b>	<b>77.6</b>	<b>78.8</b>	<b>Total</b>	<b>98</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	5 (25%)	4 (20%)	High	0 (0%)	136 (12%)
Average	6 (30%)	6 (30%)	Moderate	3 (15%)	271 (24%)
Low Average	3 (15%)	3 (15%)	Typical	6 (30%)	300 (27%)
Below Average	4 (20%)	4 (20%)	Low/Declined	11 (55%)	416 (37%)
Well Below Average	2 (10%)	3 (15%)			
<b>CPI</b>	<b>78.8</b>	<b>75.0</b>	<b>Total</b>	<b>20</b>	<b>1,123</b>

\* *DIBELS ORF Fall and Spring scores were not available for 2 of the 3 homerooms in Grade 3.*

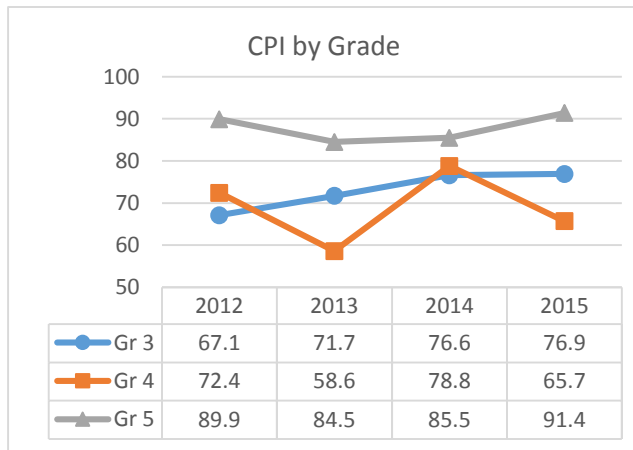
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**ENGLISH LANGUAGE ARTS**

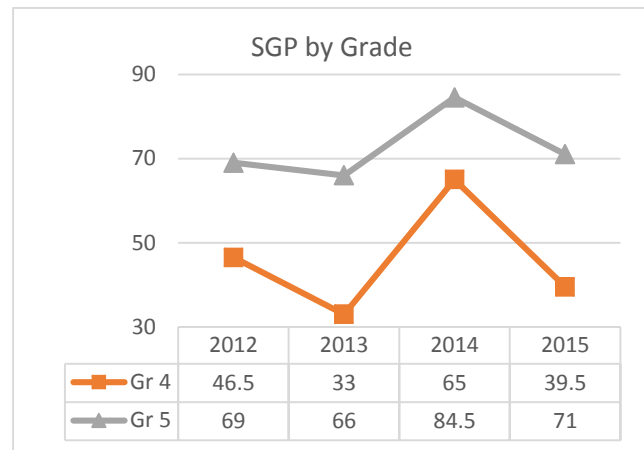
**Multi -Year MCAS ELA Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	161	5	37	38	20	75.6	58.5
School 2013	174	4	25	59	12	70.5	48
School 2014	191	5	46	41	8	80.2	70
School 2015	180	3	46	39	11	77.5	52
District 2015	7,227	8	44	33	15	79.0	46

**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	183	3	46	39	11	77.5	52
Students with Disabilities	14	7	29	50	14	67.9	-
ELL	35	0	11	66	23	59.3	-
Former ELL	35	0	57	31	11	77.4	49
Economically Disadvantaged	129	3	47	40	10	78.1	51
African American /Black	18	11	44	39	6	79.2	-
Asian	16	0	62	38	0	85.9	-
Hispanic	128	2	43	41	15	75.0	51
White	13	8	46	38	8	78.8	-
Male	100	3	38	44	15	73.5	53
Female	83	4	57	33	7	82.2	51.5

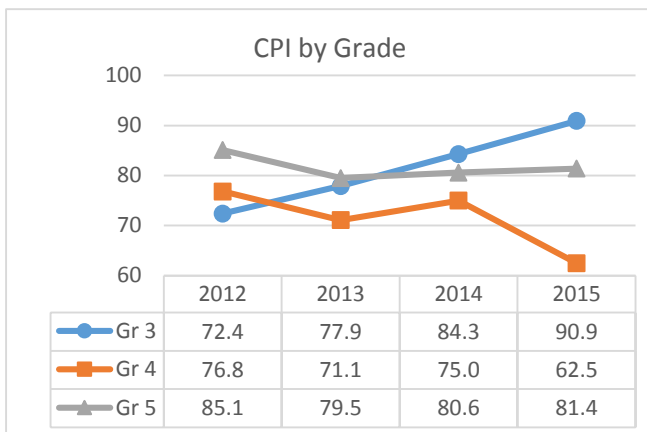
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**MATHEMATICS**

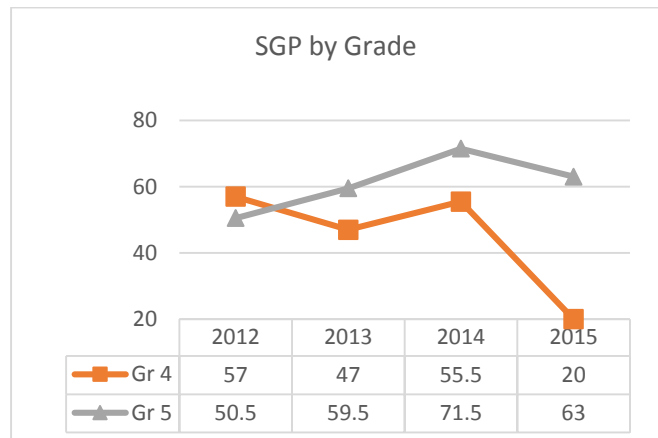
**Multi -Year MCAS Math Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	160	7	38	28	13	77.7	54
School 2013	175	11	38	38	13	75.9	49
School 2014	189	17	35	39	9	79.9	65
School 2015	183	18	36	36	11	78.4	44
District 2015	7,312	15	28	32	24	71.4	45

**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	183	18	36	36	11	78.4	44
Students with Disabilities	14	0	43	21	36	64.3	-
ELL	35	9	49	26	17	75.7	-
Former ELL	35	17	31	40	11	77.9	38
Economically Disadvantaged	129	16	36	38	10	77.9	44
African American /Black	18	22	22	44	11	72.2	-
Asian	16	25	25	44	6	79.7	-
Hispanic	128	16	39	34	12	78.9	41
White	13	23	23	46	8	76.9	-
Male	100	19	36	33	12	77.3	40
Female	83	17	35	39	10	79.8	45

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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	47	6	30	47	17	77.1
School 2013	50	14	22	52	12	73.0
School 2014	62	5	21	61	13	66.5
School 2015	55	7	29	56	7	75.5
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)	70,861	16	35	37	13	78.2

**MCAS STE 2015 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	55	7	29	56	7	75.5
Students with Disabilities	5	-	-	-	-	-
ELL	2	-	-	-	-	-
Former ELL	10	0	40	50	10	75.0
Economically Disadvantaged	37	8	24	57	11	70.9
African American /Black	7	-	-	-	-	-
Asian	8	-	-	-	-	-
Hispanic	32	6	22	66	6	74.2
White	7	-	-	-	-	-
Male	27	11	33	48	7	78.7
Female	28	4	25	64	7	72.3

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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	33	29%	7	6%	9	6%
Emerging	24	21%	16	13%	26	19%
Developing	35	31%	58	46%	64	46%
Expanding	17	15%	27	22%	31	22%
Bridging	4	4%	14	11%	7	5%
Reaching	0	0%	3	2%	2	1%
<b>Total</b>	<b>113</b>		<b>125</b>		<b>139</b>	

**ACCESS for ELLs Growth**

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	30	32%	22	23%	42	45%
2015	31	26%	28	23%	61	51%

**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	3 (8%)	18 (47%)	17 (45%)	-	-	-
Emerging	-	3 (14%)	15 (71%)	3 (14%)	-	-
Developing	-	1 (2%)	32 (57%)	20 (36%)	3 (5%)	-
Expanding	-	-	-	8 (62%)	3 (23%)	2 (15%)
Bridging	-	-	-	-	-	-
Reaching	-	-	-	-	-	-
<b>Total (128)</b>	<b>3</b>	<b>22</b>	<b>64</b>	<b>31</b>	<b>6</b>	<b>2</b>

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This data below illustrates the growth achieved in reading and writing, which were focus areas in previous years. The current focus area will be to increase the students' academic discourse. These efforts will provide the basis for increased scores in the speaking domain.

grade	tier	Average of listening level	Average of speaking level	Average of writing level	Average of reading level	Average of overall level
1	A	3.5	2.4	2.6	3.2	2.8
	B	4.7	2.3	2.7	4.7	3.1
1 Total		3.7	2.4	2.6	3.4	2.8
2	A	2.7	1.7	2.4	2.3	2.2
	B	4.9	3.2	3.1	4.8	3.7
	C	4.8	3.9	3.6	5.6	4.4
2 Total		4.7	3.3	3.2	4.8	3.7
3	B	4.8	2.8	4.3	4.8	4.2
	C	5.8	3.9	5.1	5.6	5.4
3 Total		5.1	3.1	4.5	5.0	4.6
4	A	2.2	1.7	2.8	1.7	1.9
	B	4.3	2.3	4.1	3.7	3.7
	C	5.6	2.8	4.7	5.1	4.6
4 Total		5.1	2.7	4.4	4.6	4.3
5	A	1.9	1.9	2.5	1.9	1.9
	B	5.0	3.3	3.9	3.9	4.0
	C	6.0	4.3	5.0	6.0	6.0
5 Total		4.5	3.2	3.8	3.9	4.0
<b>Grand Total</b>		<b>4.5</b>	<b>2.9</b>	<b>3.3</b>	<b>4.3</b>	<b>3.6</b>

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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 strength is consistent and aligned use of district curriculum mapping across all grade levels.

Math:

- There is a math CIT and/or a math instruction teacher in all classrooms.
- Use of district assessments in grade levels with desegregated data through Test Wiz.
- Use of First in Math as a resource in school and home.
- Math fact fluency drills completed every eight weeks under the direction of the Math CIT and math instruction teacher.
- Targeted and specific instruction for MCAS math strategies.
- MCAS Bootcamp for students whose achievement data indicates a need for remedial instruction.
- Targeted, small group instruction.

ELA:

- Response to Intervention Tiered approach utilized in all classrooms.
- Use of district assessments in grade levels with desegregated data through Test Wiz.
- DIBELS and Daze testing completed according to established benchmark dates.
- DIBELS progress monitoring completed every eight weeks.
- Targeted and specific instruction for MCAS reading strategies.
- MCAS Bootcamp for students whose achievement data indicates a need for remedial instruction.
- Targeted, small group instruction.

Areas of Need: Incorporation of the Six Traits of Writing in lesson plans to increase the students' abilities to respond to content based questions.

- High percentage of teachers attended the district's professional development on Six Traits, called Writing to Communicate: Mastering the Common Core State Standards Elementary- English Language Learners.
- A trait a month will be depicted in grade level teacher's lesson plans.
- Completed grading rubric

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**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: High quality, research based instructional pedagogy with a high expectation for all student learning.

- Teachers' lesson plans are collected / reviewed on a bi-weekly basis
- Identification of content and language objectives
- Building background knowledge
- Gradual Release of Responsibility
- Student engagement techniques
- Incorporation of Technology
- Tiered instructional groups
- Model Performance Indicators to show mastery of objectives
- Use of UDL and RETELL strategies
- Strategies to improve vocabulary development for all learners
- All lesson plans incorporated listening, speaking, reading, and writing
- Bi-Monthly student study team meetings

Areas of Need: Increase instructional strategies for extended student discourse.

- School-based professional development, including use of *7 Steps to a Language-Rich Interactive Classroom* by John Seidlitz and Bill Perryman
- Use of student engagement strategies in all classrooms, such as turn and talk, book talks, reciprocal teaching, etc.
- Gradual release of instruction leading to students taking ownership of individual learning

**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: Analyzing data to drive cross-classroom curriculum grouping every eight weeks.

- Use of DIBELS, Dolch word list, timed fluency reading passages, math fact fluency
- Grade level data meetings every eight weeks
- Weekly common planning time with classroom teachers and interventionists
- Use of data graphs to drive parental involvement
- "Four Square" grouping model used to adjust small group intervention and instruction
- Bi-Monthly student study team meetings

Areas of need: Use of TestWiz to analyze data.

- School-based professional development for TestWiz



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**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: Professional development in UDL, MPIs, and TPTs.

- High retention rate of staff
- Monthly faculty meetings reflecting upon student engagement techniques
- Math, ELA, and ELL district coaches to provide classroom supports
- High rate of attendance in Universal Design of Learning at CAST in Wakefield, MA
- Selected staff are members of the city-wide UDL Technology Team

Areas of need: Professional development for writing and speaking.

- School-based professional development for UDL technology training for iPads and Smartboard Notebook
- District professional development of National Geographic's REACH reading program
- District professional development for *Writing to Communicate: Mastering the Common Core State Standards Elementary- English Language Learners*

**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: The opportunity for staff to work as a collaborative group to mainstream instructional pedagogy within the classroom with a vertical and horizontal alignment.

- Weekly Common Planning Time with classroom teachers and interventionists
- Monthly Faculty Meetings
- Monday Morning Memos from the principal to the teachers, identifying note-worthy areas
- Scheduled data meetings held every eight weeks
- Bi-Monthly student study team meeting

Areas of need: Continued focus on aligned instruction in all grade levels to increase student academic standing

- Utilizing of REACH reading program and Go Math program to lead small group instruction for targeted interventions

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**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: Identification of instructional level of students within the classroom

- Adequate ELA and math staffing to support small group instruction
- Data meetings held every eight weeks to track student progress
- Building development of Excel spreadsheets to track student growth over multiple academic years
- Strong after school supports and programs, such as Imagine Learning, after school academic support, MCAS bootcamps, Homework Help, etc.
- Student enrichment programs, such as Robotics Club, Drama Club, Student Council, Arts and Crafts Club, academic games, basketball teams, school newspaper, etc.

Areas of need: To ensure students have appropriate allotted time for ELA, math, and science curriculum

- Ensure horizontal consistency within the pacing guide and teaching unit
- Allocate appropriate number of minutes for each academic area in all classrooms
- Consistent delivery of appropriate number of minutes for ESL and Special Education services
- Additional staffing to provide recommended services according to state mandates

**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: We provide ample opportunities to address students' needs both in and outside of school.

- Lynn Community Behavioral Health
- Half time social worker
- Spanish-speaking parent liaison
- Spanish-speaking paraprofessional
- Acknowledgement of Citizen of the Month with "Fine Dining Friday" pizza with the principal
- All student birthdays are acknowledged and celebrated
- High expectation of appropriate social behaviors reinforced through all staff members
- Consistent procedures for early morning entry and dismissal
- Provide students with winter coats, hats and gloves
- Orchestrate a donation of backpacks and supplies through Cradles to Crayons

Areas of need: To provide support to parents for reinforcement of routines, rules, and academic expectations.

- Reduce the number of students requiring transportation to after school child care programs
- Beginning September 2015, Camp Fire After School program will be offered at the Tracy School
- Provide opportunities for school and parent interaction with a goal to improve parenting skills
- Weekly classroom newsletters to parents

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**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: Tracy School works to develop a strong relationship with parents in the community to ensure social and academic engagement

- Nikki organizational folders color-coded by grade level
- Agenda books for grades two through five to communicate nightly assignments from school to home
- ConnectEd messages in multiple languages
- Newly created parent center
- Lynn Community Behavioral Health

Areas of need: Stronger parent involvement in daily school activities in and outside of school.

- Stronger PTO participation
- Volunteers for School Council
- Break cultural boundaries to develop a unified expectation of formal education
- Increased communication in the language of the home between teacher and parent regarding student achievement

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<b>Define Priorities and Describe the Strategies/Actions</b>	
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.	
<b>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.</b>	
<b>Identified Area of Need:</b> Students demonstrate an inability to use academic talk in all content areas. The students typically utilize a basic intercommunication skill level in both oral and written communication.	

**Priority 1** Students will use academic language during their extended discourse in the classroom setting. Tier 2 vocabulary will be identified and practiced to provide multiple opportunities for mastery.

**Strategies/Actions** Teachers will focus instruction on explicit strategies to improve academic language in all content areas. Gradual release of responsibility will be stressed in all lessons. Lesson planning will reflect implementation of the researched based techniques to increase and extend the student academic and interpersonal discourse. Continued use of Total Participation Techniques, MPIs and UDL strategies ensures access to curriculum for all students. Use of RTI approach to reading and math intervention will be used to provide small group instruction and opportunities to practice the academic/content based language.

**Expected Outcome(s)** Narrowing of the proficiency gap in CPI for ELA in all grades. Improved scores in the ACCESS testing in the domain of speaking for all tiers of testing.

**Timeline for Actions**

School Year 2015-2016

September, 2015- teachers will attend training during the staff meeting to review the data from multiple sources, including ACCESS testing, MCAS testing, DIBELS and DAZE benchmark testing, and math facts fluency drill. The teachers will work as a group to identify strengths and weaknesses in identified populations.

October, 2015- During the faculty meeting, the teachers will view a Prezzi presentation, created by the principal, on the definition of academic discourse. The Prezzi presentation will be based on information from two texts: Seven Steps to a language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students by John Seidlitz and Bill Perryman (2011) , as well as Content Area Conversations: How to Plan Discussion-based Lessons for Diverse Language Learners by Douglas Fisher, Nancy Frey, and Carol Rothenberg (2008).

The teachers will review strategies for Step 1- Teaching students what to say when they don't know what to say.

November, 2015- The faculty meeting will focus on Step 2- Having students speak in complete sentences. The teachers will identify strategies that have been successful using a carousel of learning. The teachers will identify practices to utilize in their teaching and be prepared to report out for the next meeting. Follow up conversations will occur during common planning time.

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December, 2015- The faculty meeting will focus on Step 3- Randomize and rotate when calling on students. The teachers will identify strategies that have been successful using a parking lot strategy. The teachers will identify practices to utilize in their learning and be prepared to report out for the next meeting. Follow up conversations will occur during common planning time.

January, 2016- The faculty meeting will focus on Step 4- Using Total Response signals. The teachers will identify strategies that have been successful from Total Participation Techniques. The teachers will identify practices to utilize in their learning and be prepared to report out for the next meeting. Follow up conversations will occur during common planning time.

February, 2016- The faculty meeting will focus on Step 5- Use visuals and vocabulary strategies that support your objectives. The teachers will identify strategies that have been successful. The teachers will identify practices to utilize in their learning and be prepared to report out for the next meeting. Follow up conversations will occur during common planning time.

March, 2016- The faculty meeting will focus on Step 6-Have students participate in structured conversations. The teachers will identify strategies that have been successful after participating in a fishbowl role-playing situation. The teachers will identify practices to utilize in their learning and be prepared to report out for the next meeting. Follow up conversations will occur during common planning time.

April, 2016- The faculty meeting will focus on Step 7-have students participate in structured reading and writing activities. The teachers will review strategies that are identified in the Seven Steps book. The teachers will identify practices to utilize in their learning and be prepared to report out for the next meeting. Follow up conversations will occur during common planning time.

May, 2016- reporting out of the strengths of the academic discourse instructional focus. Further conversation will occur to identify if the focus should continue for the next school year, or if the focus should be changed.

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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: Ability to make sense of problems and persevere in solving them.**

**Priority 2** Students will make sense of mathematical problems and persevere in solving them.

**Strategies/Actions**

Teachers will focus instruction on how to solve multi-step word problems and open-response questions. Students will be taught to start by explaining the meaning of the problem and determining what needs to be completed or solved. Students will be required to show or explain their process when giving answers. The students will be encouraged to check their answers to problems using a different method, and to continually ask themselves, "Does this make sense?"

**Expected Outcome(s)**

Narrowing of the proficiency gap in CPI for Math in all grades. The CPI for SY2014-2015 was 78.4. The goal will be to increase the Math CPI to 86.

**Timeline for Actions**

September, 2015- Schedules for the math CIT and math instructional teacher will be disseminated. Training in the use of Test Wiz will allow teachers to further utilize the computer program as a tool to analyze errors and identify standards requiring additional instruction.

September 2015 through June 2016- Math CIT and math Instructional teachers will work with the classroom teachers to align instruction with the standards and follow the district curriculum mapping. During weekly common planning time, math teachers and classroom teachers will identify potential concerns and strategize instructional practices needed to address the concerns. Student work will be reviewed to identify common errors that need intervention.

September 2015 through June 2016- As part of the data meetings held throughout the school year, student's operational fluency will be assessed. By establishing a set of benchmarks throughout the year, we will be able to work with students who are having trouble memorizing their math facts. By increasing the math fact fluency, we will allow children to focus on the process of solving the word problems, reducing the amount of intellectual energy spent on mentally retrieving the solution to simple computations.

October 2015- All classrooms will instruct students on "bussing" a math word problem. This universal technique requires students to:  
Bracke the question  
Underline the important information  
Show their work  
State the answer in a full sentence.  
 All classrooms will receive a reference poster to display in their classroom.  
 End of unit tests will be scanned and the results discussed during common planning time. Results will be discussed to determine successful strategies for instruction.

November 2015 through June 2016- As part of the academic discourse initiatives, students will be given strategies to use during "turn and talk" time to increase use discourse in full and complete sentences. Students will be given sentence frames to keep

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in their math journals to encourage and guide content vocabulary during peer conversations.

November 2015 – June 2016- In the MCAS grades, teachers will use MCAS style short answer and open response questions to provide opportunities for exposure to the multistep questions. During each Go math instructional unit teachers will develop questions requiring the children to explain the meaning of the problem and determine what needs to be completed or solved. Gradual release of responsibility will be included in the lesson plans that are collected on a bi-weekly basis.

November 2015 through June 2016- In Grades 1 & 2, teachers will use multi-step work problems included in the Go Math program to provide instruction in explaining the meaning of the problem and determining what needs to be completed or solved.

November 2015 through June 2016- Students in grades 3-5 will be given the MCAS reference sheets as a tool to keep in their math journals. All students will be given instruction in the use of the reference sheets but only students with the appropriate MCAS accommodation will be allowed to use them during testing situations.

November 2015 through June 2016- Student test results from Test Wiz will be analyzed and used a method of identifying students who need additional instruction during the teacher's contractual night back.

February 2016 through May 2016- students in grades 3-5 requiring additional MCAS preparation will be identified through multiple data sources. Teachers will provide specific and targeted interventions as part of the MCAS Bootcamp program with the goal of increasing student's ability to show mastery of concepts. Students will be taught to explain the meaning of the problem and determine what needs to be completed or solved.

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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: