

A. Drewicz Elementary School
School Improvement Plan
2016-2017

School Improvement Team

Patricia Hebert, Principal

Michelle Winslow, Program Specialist

Carole Bombard, ESL Specialist

Nancy Cassidy, CIT

Kaylen Handren, Teacher

Pamela Laramie, Reading Specialist

Nicole O'Leary, Math Coach

Laura Ward, Teacher

School Council Members

Patricia Hebert, Principal

Kahliegh Halligan, Parent

Michelle Winslow, Program Specialist

Alicia Marescalchi, School Social Worker

Laura Ward, Teacher

Pamela Laramie, Reading Specialist

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

	2014	2015	2016	2016 District
Kindergarten	111	88	73	1,092
Grade 1	101	132	95	1,356
Grade 2	68	81	123	1,422
Grade 3	67	72	75	1,334
Grade 4	64	75	71	1,267
Grade 5	47	63	69	1,053
Total	458	511	506	7,524

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	73.7	75.6	75.0	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	10%	11%	11%	7%	6%
26-56	76%	75%	77%	72%	76%
Over 56	14%	14%	12%	21%	18%
Median Yrs Experience	-	6			
% ≥ 10 Yrs Experience	-	27%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.3	95.5	95.8	93.9	94.9
Absent 10 or more days (%)	32.4	27.6	25.7	38.1	30.5
Chronically Absent (% with < 90%)	11.4	9.7	10.0	19.6	12.3
Student Retention Rate	5.2	5.8	0.2	3.2	1.5
Out-of-School Suspension Rate	2.7	2.0	1.2	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	6.6	6.1	7.5	10.1	8.8
Asian	18.1	17.4	17.8	9.1	6.5
Hispanic	63.5	63.8	64.8	58.2	18.6
White	9.6	10.2	6.5	18.3	62.7
Multi-Race	1.7	2.2	3.2	3.9	3.2
Male	56	56	50	52	51
Female	44	44	50	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	66.6	64.0	64.2	54.0	19.0
English Language Learner	29.7	30.9	33.4	19.5	9.0
Special Education	13.3	12.1	5.9	15.4	17.2
Economically Disadvantaged	-	48.9	53.4	47.0	27.4

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 PLT, teachers will be provided continuous professional development around small group instruction, student engagement, and backwards design lesson planning.
- 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, CITs, 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 Reading Curriculum, Six Traits Writing, iRead (K-2), Imagine Learning (ESL Students), First in Math, Zayner Bloser Digital Resource, and the LPS Science Curriculum.
- During the summer of 2016, several teachers participated in a writing workshop aligned with Six Traits Writing and Reach Reading Curriculum. Teachers at Drewicz continue to participate in District offered professional development around Six Traits.

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:

- Drewicz has a full-time nurse, social worker, bilingual parent liaison, and part-time adjustment counselor. 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, teachers, and students.
- Continue with 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.
- The school and PTO will continue to focus on building a whole school positive culture by hosting:
 - Winter Wonderland
 - School Dance
 - Various Assemblies
 - Family Literacy Night
 - Sunshine Fund
 - Read Across America
 - Bi-Monthly Staff Breakfast
 - School Wide Talent Show
 - Field Day
 - Extra-Curricular Clubs

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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 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.

Based on the Vista Survey Results from SY15/16, we noticed that, to a large extent:

Area of Assessment Literacy

- 40% of teachers at Drewicz analyze data to improve instruction
- 43% of teachers analyze data to help individualize student learning
- 26% of teachers understand how to develop common assessments

Student Creativity and Innovation

- 14% of teachers believe that students have opportunities to express their understanding beyond traditional means
- 17% of teachers believe that students work together to solve challenging problems or tasks

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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 2016, however, we have made appreciable growth the last three years. In analyzing student performance data the following trends have been identified:

ELA

- All subgroups showed growth with the exception of Hispanic/Latino
- PARCC results indicated 39% of students in grades 3-5 met or exceeded expectations

MATH

- The CPI increased for all students from 2015-2016.
- All subgroups, except Asian, made significant growth
- PARCC results indicated 46% of students in grades 3-5 met or exceeded expectations

SCIENCE

- The CPI has decreased since 2015

ACCESS

- 2016 ACCESS scores show 58% of students achieved high growth.

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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, 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.

Accountability and Assistance Level: Level 3								
School Percentile: 17								
Cumulative PPI (all students) 64								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	78.5	77.3	78.3	1.0	Improved Below Target	76.9	-1.4	No Change
SGP	48.5	39	42	3.0	Improved Below Target	45	3.0	Below Target
% Advanced	5.5	3.5	5.0	1.5	Met Target	3.5	-1.5	Not Meeting Target
% Warning	8.5	6.4	10.1	3.7	Not meeting target	10.6	0.5	Not Meeting Target
<u>Math</u>								
CPI	72.1	76.4	76.6	0.2	Improved Below Target	80.8	4.2	Improved Below Target
SGP	34	38	33	-5	Below Target	62.5	29.5	Above Target
% Advanced	11.4	14.5	17.2	2.7	Met Target	15.2	-2.0	Not Meeting Target
% Warning	15.7	14.5	9.1	-5.4	Met Target	11.6	2.5	Not Meeting Target
<u>Science</u>								
CPI	73.6	65.8	85.2	19.4	Above Target	74.6	-10.6	Declined
% Advanced	17.3	0.0	13.6	13.6	Met Target	7.7	-5.9	Not Meeting Target
% Warning	13.5	19.6	3.4	-16.2	Met Target	10.8	7.4	Not Meeting Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			65	60	Met Target	64	60	Met Target

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 3	School Percentile:	12 th %ile	Annual PPI = 90	Cumulative PPI = 69
2016	Level 3	School Percentile:	17 th %ile	Annual PPI = 50	Cumulative PPI = 64

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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 2016	Spring 2016		School	District
Above/Well Above Avg	14 (20%)	8 (11%)	High	18 (27%)	348 (35%)
Average	21 (31%)	24 (36%)	Moderate	6 (9%)	173 (18%)
Low Average	13 (19%)	11 (16%)	Typical	16 (24%)	218 (22%)
Below Average	10 (15%)	14 (21%)	Low/Declined	27 (40%)	246 (25%)
Well Below Average	9 (13%)	10 (15%)			
CPI	77.6	74.3	Total	67	985

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	12 (12%)	14 (14%)	High	25 (24%)	217 (17%)
Average	27 (26%)	36 (34%)	Moderate	27 (26%)	316 (25%)
Low Average	17 (16%)	14 (13%)	Typical	35 (33%)	393 (31%)
Below Average	18 (17%)	24 (23%)	Low/Declined	18 (17%)	325 (26%)
Well Below Average	31 (30%)	17 (16%)			
CPI	65.2	74.0	Total	105	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	17 (15%)	16 (14%)	High	19 (17%)	269 (19%)
Average	31 (27%)	38 (34%)	Moderate	30 (27%)	375 (27%)
Low Average	13 (12%)	11 (10%)	Typical	35 (31%)	426 (30%)
Below Average	25 (22%)	23 (20%)	Low/Declined	29 (26%)	331 (24%)
Well Below Average	27 (24%)	25 (22%)			
CPI	68.1	70.8	Total	113	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	9 (13%)	10 (14%)	High	13 (19%)	179 (15%)
Average	20 (29%)	26 (38%)	Moderate	12 (17%)	283 (23%)
Low Average	11 (16%)	8 (12%)	Typical	23 (33%)	389 (32%)
Below Average	13 (19%)	10 (14%)	Low/Declined	21 (30%)	363 (30%)
Well Below Average	16 (23%)	15 (22%)			
CPI	69.2	73.6	Total	69	1,214

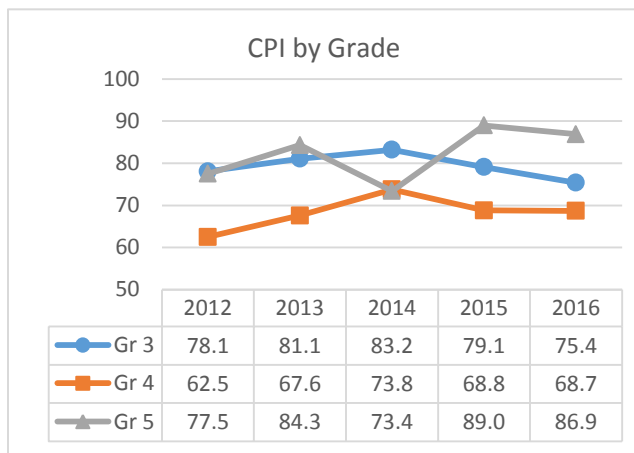
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ENGLISH LANGUAGE ARTS

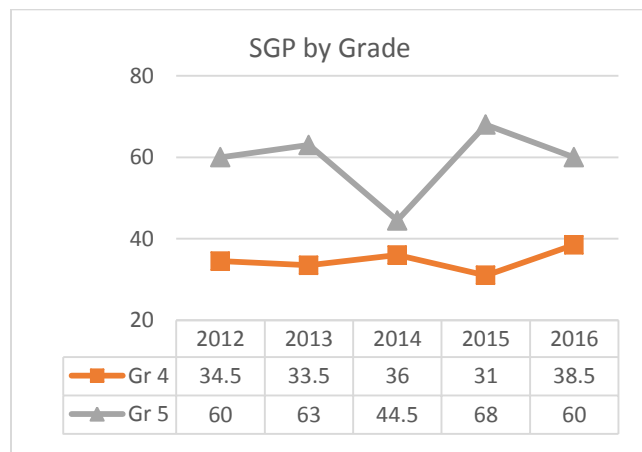
Multi-Year MCAS ELA Results – All Students

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	40	10	78.3	42
School 2016	198	4	43	43	11	76.9	45
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	198	4	43	43	11	76.9	45
Students with Disabilities	18	0	6	56	39	47.2	58
ELL	45	2	22	56	20	63.9	28
Former ELL	48	0	42	46	13	75.0	43
Economically Disadvantaged	127	0	42	45	13	74.6	44.5
Male	103	3	40	45	13	74.8	45
Female	95	4	46	41	9	79.5	46

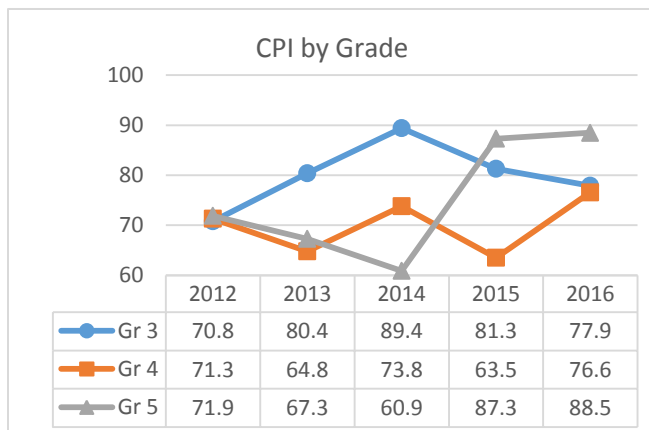
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MATHEMATICS

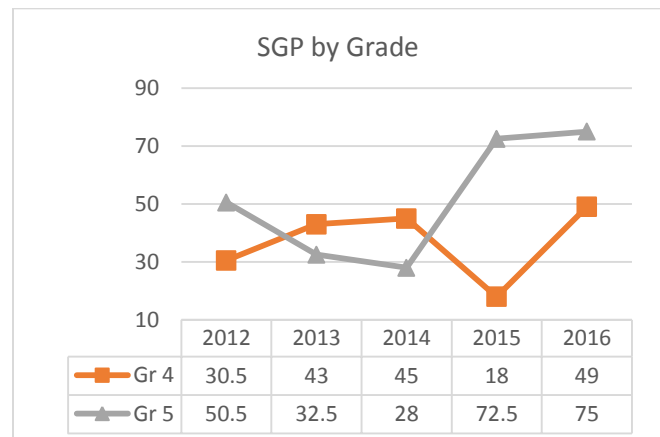
Multi -Year MCAS Math Results – All Students

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
School 2016	198	15	47	26	12	80.8	62.5
District 2016	7,546	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	198	15	47	26	12	80.8	62.5
Students with Disabilities	18	0	22	28	50	48.6	41
ELL	45	9	42	24	24	70.0	67
Former ELL	48	4	60	27	8	83.9	64
Economically Disadvantaged	128	9	50	29	13	78.5	61
Male	103	17	49	23	12	81.6	67
Female	95	14	46	29	12	80.3	61

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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
School 2016	65	8	35	46	11	74.6
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	65	8	35	46	11	74.6
Students with Disabilities	3					
ELL	3					
Former ELL	23	0	30	52	17	67.4
Economically Disadvantaged	44	2	30	57	11	69.9
Male	39	3	36	49	13	72.4
Female	26	15	35	42	8	77.9

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	36	26%	35	21%	25	14%
Emerging	14	10%	18	11%	27	15%
Developing	43	31%	48	29%	48	27%
Expanding	20	15%	41	25%	47	26%
Bridging	22	16%	18	11%	27	15%
Reaching	2	1%	4	2%	5	3%
Total	137		164		179	

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%
2016	76	58%	23	17%	33	25%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering		8 (27%)	21 (70%)	-	1 (3%)	
Emerging		5 (24%)	6 (29%)	9 (43%)	1 (5%)	
Developing			11 (22%)	32 (64%)	7 (14%)	
Expanding			3 (10%)	5 (16%)	18 (58%)	5 (16%)
Bridging						
Total (132)		13	41	46	27	5

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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 K-2), 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 for grades 4 and 5) with colleagues in their grades or subjects during PLT (1 hour 45 minutes 2x month).
- Instructional materials and technologies that align to curriculum are available in all classrooms

Areas of Need:

- Instructional materials and technologies that align to curriculum are available in all classrooms but not consistently utilized
- There is a need for vertical planning across all grade levels.

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.
- Small group instruction across the curriculum.
- Instructional staff provides students with lessons that are appropriate to their developmental and language proficiency levels

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) engage them with content and address academic and social/emotional needs, and 2) promote higher-order thinking.
- Differentiated, research based instructional practices of: 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.
- All instructional staff 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:

- Professional development around collection, analysis, and use of data to drive instruction.

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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. (PLT 1 hr 45 min, 2 x a month per grade level)
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives
- Peer observations/Learning Walks

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

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 (ESL)
- First in Math (K-5)
- IRead (K-2)
- Extended Learning Time (grades 1-5)
- Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied.
- PBIS

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 implementation of a data-driven approach to intervention

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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 (Student Study and 504 Teams, School Social Worker, School Adjustment Counselor, Behavior Specialist, Mental Health Support Agencies).
- Healthy lifestyles are promoted through access to nutritious food/physical activity and overall health needs (Full Time School Nurse, Physical Fitness Tests, Forsyth Dental, Extra-curricular Sporting Activities, Universal Breakfast, Vision and Hearing)
- Classroom rules and consequences were established in each classroom
- Social Worker's "Lunch Bunch"
- GE Power Lunch
- PBIS
- Safe Routes

Areas of need:

- School-wide behavior plan: Analysis and use of PBIS data as well as development and follow through of common practices (grade-level specific).
- Health classes (specifically to address issues of hygiene & substance abuse)

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
- School Council
- Full-time parent liaison
- Various family/community events (school dance, wax museum, concerts, literacy night, field day, Winter Wonderland, moving-on ceremonies, Navigators Baseball game, First Book, ice cream social, Greater Boston Food Bank, Read Across America, Salvy the Florist planting event for grade 2, Junior Achievement, Community Partnership with GE, Museum of Science Traveling Programs for grades 4 and 5, Cradles to Crayons Backpacks and Coats donations, Handel and Hayden, Lynn Rotary Club Dictionary Donation-Grade 3 students, Talent Show, Law Day – Grade 5, various field trips)
- Student Study and 504 Team meetings
- Open eBooks and First in Math

Areas of need:

- Increased attendance at monthly support groups for parents
- Increased community involvement
- Monthly organized family events
- Multi-lingual and cultural support for teachers and families

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Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Established Leadership Team with weekly meetings
- PBIS Team with monthly meetings
- School Support Team with monthly meetings
- On-going communication between Leadership and instructional staff that supports the school wide established academic goals and school priorities
- Common professional practice goal

Areas of need:

- Refinement of a school wide clear system of behavioral rewards and consequences
- Communicate student behavioral needs to all parties involved with student.
- Include all stakeholders in the decision making process for optimal student learning (Leadership, teacher, parent, support staff)

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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 English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: A balanced system of formative and benchmark assessments to identify student needs and modify instruction accordingly.
Alignment to District Priority(s): Data Informed Decision Making: Use of a range of assessments to draw meaningful conclusions for next steps.

Priority 1

Instructional staff will analyze assessment data to identify promising practices, determine enrichment and remediation needs, and implement instructional change to meet the needs of all learners.

**Strategies/
Actions**

- With identified support from peers, we will analyze of a range of assessments (e.g. Benchmark, End of Unit, DIBELS, Progress Monitoring, DAZE, iRead, ACCESS, First in Math, State Testing Results, Formative Assessments, QPS, MAZE-Grade 2, REACH English Language Proficiency Test, Learning Walks.)
 - Increase data literacy skills
- These will be achieved by:*
- An IDEAL Consultant coaching teachers on the use of DIBELS, DAZE and MAZE data: collection, input and analysis to drive instructional planning and delivery.
 - Development and upkeep of data binders at all grade levels including leadership, classroom teachers, and support staff.
 - PLT will be used to analyze classroom and grade level data
 - A GoMath Consultant to support and coach teachers and specialists on the effective use of the program.
 - Training teachers on the use of TestWiz, SPS, iRead, First in Math, GoMath, Reach On-Line, Imagine Learning
 - Share data with students to help set goals.
 - End of Unit Math Assessments will be used to target students for Extended Learning Time.
 - Collect and analyze data to determine a course of intervention that meets the needs of all students.
 - Teachers will group students based on data

Expected Outcome(s)

- Access and analyze student data
- Make informed decisions and adjustments to practice resulting in enhanced student performance and growth
- Teachers will bring information regarding students groupings to PLT.

Timeline for Actions

- SY2016 – 2017

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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: Well-Structured Lessons
Alignment to District Priority(s): Standards-Based Instruction

Priority 2

Instructional staff provides students with lessons that 1) engage them with content 2) contain rigorous, embedded learning objectives that reflect high expectations.

Strategies/Actions

- Continue with small group instruction with a focus on differentiated instruction.
- Teachers will implement strategies to promote student engagement through the use of *Total Participation Techniques*.
- 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*
- Design and organize classroom conducive to whole group learning with transitioning to small group

Expected Outcome(s)

- Increased student engagement
- Student growth in all academics areas

Timeline for Actions

- SY2016 - 2017

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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: