

Sewell Anderson Elementary

School Improvement Plan

2016-2017

School Improvement Team

Mary Panagopoulos, Principal
Richard Masters, Grade 5
Kathleen King, Reading Specialist
Angela Maggs, Grade 3
Jill Bradley, Math CIT

School Council Members

Mary Panagopoulos, Principal
Theresa Curtis, Grade 5 teacher

“We are waiting on responses for this year’s Council Members”

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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 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 4 consecutive years, recognized as a National Blue Ribbon School and a Massachusetts Commendation School. With a student population of approximately 284 students, the school services Kindergarten to Grade 5. The classes are comprised of regular education and four self-contained Special Education classrooms. Sewell-Anderson is a Title I school.

The student population is almost evenly split between male and female; 52% male and 48% 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). The student population that does not speak English as a first language is approximately 32%; Economically Disadvantaged is 34.6%; students receiving Special Education services is 23.5%. Regardless of these statistics our attendance rate has remained higher than both District and State.

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	41	40	34	1,092
Grade 1	58	50	49	1,356
Grade 2	47	58	47	1,422
Grade 3	54	39	56	1,334
Grade 4	45	58	33	1,267
Grade 5	42	44	53	1,053
Total	287	297	272	7,524

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	75.0	82.8	75.9	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	3%	5%	5%	7%	6%
26-56	69%	67%	74%	72%	76%
Over 56	28%	28%	21%	21%	18%
Median Yrs Experience	-	18			
% ≥ 10 Yrs	-	76%			

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.6	95.2	95.1	93.9	94.9
Absent 10 or more days (%)	29.4	34.1	32.6	38.1	30.5
Chronically Absent (% with < 90%)	6.6	9.5	10.9	19.6	12.3
Student Retention Rate	2.3	2.4	2.1	3.2	1.5
Out-of-School Suspension Rate	2.1	4.3	2.3	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	8.7	10.4	9.2	10.1	8.8
Asian	2.8	3.4	4.0	9.1	6.5
Hispanic	43.3	45.5	46.7	58.2	18.6
White	38.1	36.4	34.9	18.3	62.7
Multi-Race	6.6	4.0	4.8	3.9	3.2
Male	53	51	53	52	51
Female	47	49	47	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	28.4	31.0	32.0	54.0	19.0
English Language Learner	10.4	12.5	15.4	19.5	9.0
Special Education	21.1	20.9	23.5	15.4	17.2
Economically Disadvantaged	-	42.4	34.6	47.0	27.4

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. 87% 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 MTELS.

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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 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. The majority of teachers have taken professional development in 6 Traits of Writing and Reach for Reading. Common language is used across grade levels to provide a connection among students. All teachers collaborate during Professional Learning Time for 90 minutes twice a month. 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 used in classrooms.
- Small group instruction in all grade levels has been implemented to better address the needs of individual students. Classroom teachers as well as the Math CIT, ESL, Resource, and Reading teachers, use an inclusive model to provide tiered instruction.
- New curriculum has been implemented across all grade levels: Go Math, Reach for Reading, 6 Traits of Writing, Anchor Comprehension, and LPS Science units.

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 recess model was a district initiative. The Playworks goal is that all students are moving and participating in an activity during recess.
- All students receive Nutrition education 4 sessions a year.
- The Lynn Fire Department provides Fire Safety to third grade students.
- Walk to School Wednesdays encourages families to meet at Gallagher Park and walk as a community to school once a week.

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 MTELs

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.

According to the results of the Vista Survey:

- 52% of our teachers believe they offer opportunities for students to express their understanding beyond traditional means.
- 76% of our teachers do not believe we provide enough opportunities to undertake long term projects.
- 84% of our faculty believe District assessment provide useful information about how well students master the state standards.
- 92% of our faculty believes analyzing data helps to improve their instruction and individualize student learning.

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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)

Sewell-Anderson has been a Level 1 school since 2012.

- Sewell-Anderson has narrowed the proficiency gap in ELA.
- The male subgroup has exceeded the State goal of 51% in SGP in ELA (65).
- The female subgroup has exceeded the State goal of 51% in SGP in both ELA (58.5) and Math (54).
- In ELA, grade 3, there has been an increase in CPI from 84.3% to 91.8%.
- In ELA, grade 4 had a slight decrease in CPI from 89.3% to 88.3%.
- In ELA, grade 5, there has been an increase in CPI from 90% to 96.2%.
- In ELA, the students in grade 4 maintained an SGP of 67%.
- In ELA the SGP of students in grade 5 has shown an increase from 45% to 58%.
- In Math, grade 3 has shown a decrease in CPI from 97.1% to 93.3%.
- In Math, grade 4 CPI increased from 85.7% to 91.7%.
- In Math grade 5 CPI increased from 87.5% to 92.3%.
- In Math, the SGP of students in grade 4 decreased from 56% to 44%.
- In Math, the SGP of students in grade 5 had a significant increase from 41% to 50%.
- In Kindergarten, DIBELS Nonsense word fluency results showed a decrease from 93.5% (winter) to 89.1% (spring) in their overall CPI score.
- In First grade, DIBELS Oral reading fluency results showed a decrease from 92.7% (winter) to 87.2% (spring) in their overall CPI score.
- In Second grade, DIBELS Oral reading fluency results showed an increase from 82.7% (winter) to 88.5% (spring) in their overall CPI score.
- In Third grade, DIBELS Oral reading fluency results remained the same for SY 15-16.

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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 1								
School Percentile: 63								
Cumulative PPI (all students) 100								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
ELA								
CPI	87.7	87.9	88.2	0.3	Above Target	92.6	4.4	Above Target
SGP	67	61	56	-5	On Target	61	5.0	Above Target
% Advanced	9.4	10.3	6.9	-3.4	Not meeting target	8.1	1.2	Met Target
% Warning	2.3	1.5	4.6	3.1	Not meeting target	1.5	-1.6	Met Target
Math								
CPI	88.3	89.0	89.3	0.3	Above Target	92.5	3.2	Above Target
SGP	58	57	52.5	-4.5	On Target	49.5	-3.0	On Target (SH)
% Advanced	14.8	19.1	18.3	-0.8	Not meeting target	25.5	7.2	Met Target
% Warning	3.1	5.1	1.5	-3.6	Met Target	1.5	0.0	Not meeting target
Science								
CPI	82.1	79.2	78.8	-0.4	On Target	78.4	-0.4	No Change
% Advanced	15.4	0.0	2.5	2.5	Met Target	1.9	-0.6	Not meeting target
% Warning	0.0	4.8	12.5	7.7	Not meeting target	5.8	-1.9	Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			-			81	60	Met Target

Historical Accountability Data

2012	Level 1	School Percentile:	34 th %ile	Annual PPI = 120	Cumulative PPI = 77
2013	Level 1	School Percentile:	48 th %ile	Annual PPI = 110	Cumulative PPI = 92
2014	Level 1	School Percentile:	58 th %ile	Annual PPI = 105	Cumulative PPI = 100
2015	Level 1	School Percentile:	60 th %ile	Annual PPI = 95	Cumulative PPI = 100
2016	Level 1	School Percentile:	63 rd %ile	Annual PPI = 105	Cumulative PPI = 100

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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	11 (48%)	7 (30%)	High	2 (9%)	348 (35%)
Average	8 (35%)	9 (39%)	Moderate	4 (17%)	173 (18%)
Low Average	3 (13%)	4 (17%)	Typical	9 (39%)	218 (22%)
Below Average	0 (0%)	3 (13%)	Low/Declined	8 (35%)	246 (25%)
Well Below Average	1 (4%)	0 (0%)			
CPI	93.5	89.1	Total	23	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	9 (22%)	9 (22%)	High	1 (2%)	217 (17%)
Average	24 (59%)	17 (41%)	Moderate	8 (20%)	316 (25%)
Low Average	5 (12%)	11 (27%)	Typical	18 (44%)	393 (31%)
Below Average	2 (5%)	2 (5%)	Low/Declined	14 (34%)	325 (26%)
Well Below Average	1 (2%)	2 (5%)			
CPI	92.7	87.2	Total	41	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	14 (36%)	18 (47%)	High	10 (26%)	269 (19%)
Average	9 (23%)	11 (28%)	Moderate	11 (28%)	375 (27%)
Low Average	8 (21%)	5 (13%)	Typical	13 (33%)	426 (30%)
Below Average	5 (13%)	2 (5%)	Low/Declined	15 (38%)	331 (24%)
Well Below Average	3(8%)	3 (8%)			
CPI	82.7	88.5	Total	39	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	13 (26%)	19 (38%)	High	10 (20%)	179 (15%)
Average	22 (44%)	17 (34%)	Moderate	11 (22%)	283 (23%)
Low Average	7 (14%)	6 (12%)	Typical	16 (32%)	389 (32%)
Below Average	5 (10%)	5 (10%)	Low/Declined	13 (26%)	363 (30%)
Well Below Average	3 (6%)	3 (6%)			
CPI	87.0	87.5	Total	50	1,214

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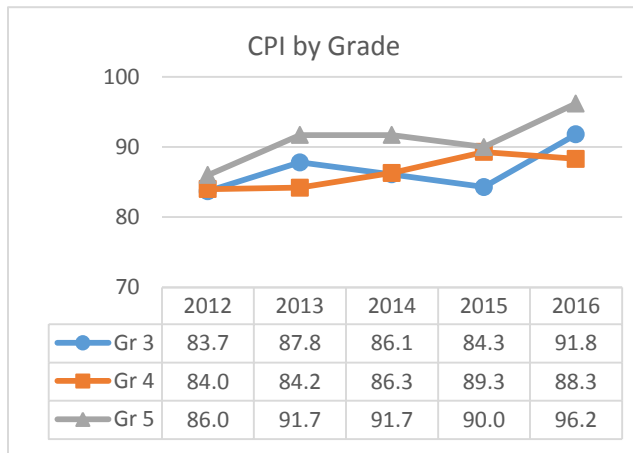
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ENGLISH LANGUAGE ARTS

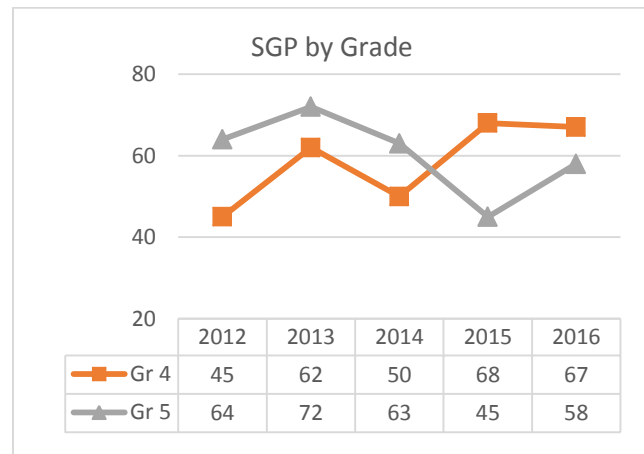
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	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
School 2016	136	8	60	15	16	92.6	61
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	136	8	60	15	16	92.6	61
Students with Disabilities	33	0	18	15	67	85.6	58
ELL	7						
Former ELL	11	0	73	9	18	95.5	-
Economically Disadvantaged	61	3	62	15	20	93.9	58.8
Male	71	6	55	14	25	93.0	65
Female	65	11	66	17	6	92.3	58.5

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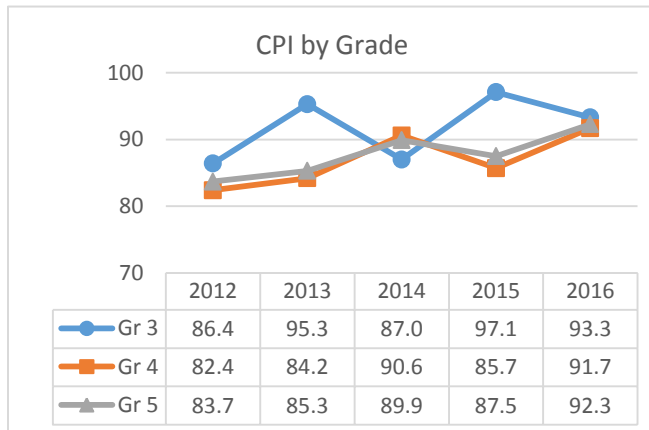
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MATHEMATICS

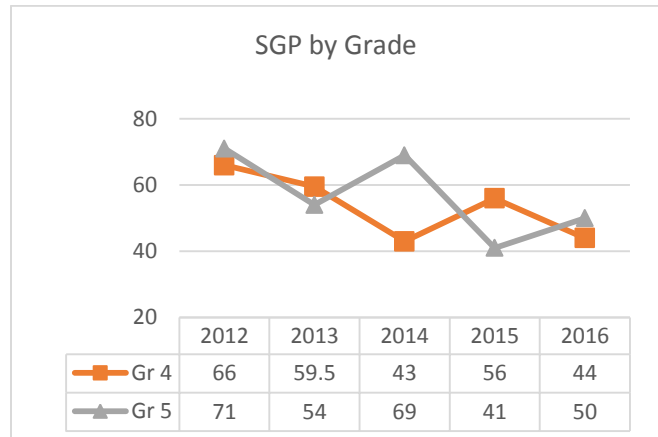
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	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
School 2016	137	26	43	15	16	92.5	49.5
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	137	26	43	15	16	92.5	49.5
Students with Disabilities	33	0	24	15	61	91.7	58
ELL	7						
Former ELL	11	18	45	18	18	93.2	-
Economically Disadvantaged	61	23	39	15	23	91.8	49.5
Male	72	21	40	15	24	92.4	35.5
Female	65	31	46	15	8	92.7	54

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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	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
School 2016	52	2	23	44	31	78.4
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	52	2	23	44	31	78.4
Students with Disabilities	18	0	0	28	72	86.1
ELL	1					
Former ELL	3					
Economically Disadvantaged	30	0	17	53	30	75.8
Male	27	0	19	41	41	80.6
Female	25	4	28	48	20	76.0

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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	6	21%	6	17%	8	22%
Emerging	4	14%	9	25%	2	5%
Developing	8	29%	9	25%	9	24%
Expanding	3	11%	5	14%	11	30%
Bridging	4	14%	4	11%	6	16%
Reaching	3	11%	3	8%	1	3%
Total	28		36		37	

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%
2016	17	71%	4	17%	3	13%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering		1 (20%)	4 (80%)			
Emerging			3 (33%)	6 (67%)		
Developing			1 (17%)	2 (33%)	2 (33%)	1 (17%)
Expanding				1 (20%)	4 (80%)	
Bridging						
Total (25)						

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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:

- 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
- PLT time has increased collaboration between all teachers within grade levels

Areas of Need:

- Professional Development with new curriculum
- Professional Development on implementation of small group instruction in Math
- School wide implementation of the writing program

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:

- K-2 teachers have received PD in Reach for Reading and are implementing district pacing guides
- Use current data to target at-risk students for additional support
- Small group instruction is consistently executed in ELA.

Areas of Need:

- Professional development in the new ELA curriculum for 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 increased in Math.

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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:

- 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 Extended Learning Time 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).

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 Reach for Reading, RETELL, Go Math, Six Traits of Writing, and RBT.
- Ongoing collaboration and mentoring among staff members throughout the entire school year
- Professional Learning Time occurs biweekly for all staff members

Areas of need:

- Professional development in Technology
- Professional development in differentiation within small group instruction
- Peer Observations
- Guest speakers at staff meetings to discuss current topics in education (LPS related, state initiatives, etc.)

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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:

- Collaboration between teachers and specialists to analyze data to drive instruction
- Professional Learning Time (1 x 90 minutes bi-weekly)-Administrative driven with a focus on data, professional development, and school processes.
- Faculty Meetings (1x monthly)
- School Support Meetings (New Teachers and Mentors) to share school initiatives
- Special Education meetings focusing on MCAS-ALT

Areas of need:

- 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 Resource specialists.
- 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:

- Using formative assessments to address the students in need

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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:

- The school is provided with a Bullying Coordinator, Playworks Coordinator, School Adjustment Counselor, Homeless Coordinator, and Behavior Specialist.
- Schoolyard is monitored each morning before school by staff members, this allows students to play safely
- Students recite a daily School Pledge to build community.
- Multiple programs are offered to our students. i.e. Forsythe Dental, Fire safety program, Eye and Ear testing, Nutrition, Walk to School Wednesday, Pedestrian and Bike Safety.
- Many extra-curricular activities are offered throughout the school year.
- A school-wide procedure for discipline has been established.
- Full-time school nurse who diligently addresses social/emotional needs of the Sewell Anderson community

Areas of need:

- Students would benefit from an increase of availability from SAC services and behavior specialists.
- More opportunities to participate in Safety Care training
- School social worker

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:

- Communications between school and family include: Principal monthly newsletter, School Calendar, Take home Tuesday
- Parent involvement series
- 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.
- Active PTO

Areas of need:

- Update Sewell-Anderson School website and Facebook page.
- Implementation of School Council

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:

- Reading Specialist and Math CIT conduct weekly PLT meetings
- Principal has an open door policy for staff, students, and parents
- Principal communicates data to all staff members

Areas of need:

- Compensation for Leadership Team meetings afterschool
- Staff members share their expertise and knowledge at staff meetings

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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: Indicator 2 Effective Instruction

Alignment to District Priority(s): Standards-based instruction

Priority 1

Apply critical thinking opportunities in all core subjects

**Strategies/
Actions**

- Professional Development in higher order thinking skills/critical thinking
- Critical thinking strategies modeled by teacher
- Peer collaboration among students within small groups
- Incorporate higher order thinking skills suggested in GoMath/REACH for Reading/Science (ex. Go Deeper, Essential Questions)

**Expected
Outcome(s)**

- Increase in Math Open Response scores
- Increase in Science Open Response scores
- Students complete one Unit Wrap Up activity in REACH for Reading per trimester

**Timeline
for Actions**

- Evidence of HOTS provided at PLT meetings – 1 per unit (Mathematics, ELA, and Science)(January, March, April)

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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:

Alignment to District Priority(s):

Priority 2

Strategies/Actions

Expected Outcome(s)

Timeline for Actions

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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: