

Tracy Elementary School
School Improvement Plan
2016-2017

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

Kristin Page – Grade 1 Teacher

Jennifer Nordyke - Grade 5 Teacher

Bessie Broufas - Grade 5 Teacher

Rocio Mora – Parent

Olvin Umano- Parent

Ebony White- Parent

Tracy Elementary School
2016-2017 School Improvement Plan

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 424 students. Demographically the student population is 9.4% African American; 5.2% Asian; 72.9% Hispanic; 7.1% White; and 5.2% multi-race non-Hispanic. The student population is composed of 63.2% of students whose first language is not English; 38% who are Limited English Proficient; 59.7% who are economically disadvantaged; and 5% who receive services from the Special Education Department.

Due to increasing enrollment, the kindergarten students were moved to the Early Childhood Center, located at 90 Commercial Street in 2013/2014. The children are transported by bus in the morning and afternoon. For the 2016-2017 school year there will be 4 first grade classrooms, 4 second grade classrooms, 4 third grade classrooms, 4 fourth grade classrooms, and 3 fifth grade classrooms. Due to the high enrollment, two additional portable classrooms were opened in 2016. With the new classrooms, there are 19 classroom teachers, 2 reading teachers, 4 English as Second Language teachers (ESL), 3 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 full time social worker. The school houses an outreach program for Lynn Community Behavioral Health with one full time therapist and a part time therapist.

Tracy School has an 86.7% teacher retention rate, higher than the district and state average. 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 ≥ 10 years of experience.

Student Enrollment

	2014	2015	2016	2016 District
Grade 1	104	104	101	1,356
Grade 2	90	110	94	1,422
Grade 3	65	66	93	1,334
Grade 4	70	65	73	1,267
Grade 5	64	58	63	1,053
Total	393	403	424	6,432

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	75.9	84.4	86.7	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	6%	3%	4%	7%	6%
26-56	74%	75%	72%	72%	76%
Over 56	20%	22%	24%	21%	18%
Median Yrs Experience	-	13			
% ≥ 10 Yrs Experience	-	60%			

Tracy Elementary School
2016-2017 School Improvement Plan

Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.5	96.0	96.1	93.9	94.9
Absent 10 or more days (%)	29.6	29.4	25.8	38.1	30.5
Chronically Absent (% with < 90%)	10.9	7.7	8.8	19.6	12.3
Student Retention Rate	3.8	7.4	4.2	3.2	1.5
Out-of-School Suspension Rate	2.9	2.6	1.4	8.1	2.9

The school has a 96.1% attendance rate, which is greater than the district's rate of 93.9% and the state's rate of 94.9%. The percentage of students with 10 or more days absent is just under 25.8%, but 8.8% of the students are absent $\geq 10\%$ of the school year. The focus of the 2016 initiative was to improve attendance. The continued practice of families taking extended vacations is problematic and reflects in the number of children absent 10 or more days.

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	8.7	8.2	9.4	10.1	8.8
Asian	8.9	8.7	5.2	9.1	6.5
Hispanic	68.2	71.0	72.9	58.2	18.6
White	9.9	7.7	7.1	18.3	62.7
Multi-Race	3.6	4.2	5.2	3.9	3.2
Male	53	52	51	52	51
Female	47	48	49	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	65.4	67.0	63.2	54.0	19.0
English Language Learner	31.8	34.7	38.0	19.5	9.0
Special Education	6.1	4.5	5.0	15.4	17.2
Economically Disadvantaged	-	58.1	59.7	47.0	27.4

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.

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.

Tracy Elementary School
2016-2017 School Improvement Plan

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Core Instructional programs:

- National Geographic’s REACH for Reading Program for Grades One through Five
- National Geographic’ REACH program for ESL students in Grades One through Five
- Zaner Bloser’s Six Traits of Writing
- Houghton Mifflin’s Go Math
- Common Core State Standards (CCSS)
- National Geographic Learning: Exploring Science for Grades One and Two
- Science program designed by the city of Lynn for Grades Three through Five

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
- National Geographic’s MyNGConnect
- Reach for Reading Foundations of Phonics
- Reach for ESL
- Flyleaf Readers

In addition to the data meetings held every eight weeks, teachers have weekly common planning time with grade-level teachers. 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. All of our core instructional teachers completed the RETELL course. Lessons were expected to utilize the practice of individualizing instruction for the neediest students. In 2013-2014, 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. In 2014-2015 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. To facilitate the teacher’s understanding, a year-long staff development, in the form of a book talk on the book *Total Participation Techniques: Making Every*

Tracy Elementary School
2016-2017 School Improvement Plan

Student and Active Learner by Persida Himmele and William Himmele (2011) was conducted during staff meetings. The teachers constructed a flipchart designed by 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. In order to effectively provide instruction strategies, teacher's attended the Reach for Reading training provided by the district, as well as a training on Zaner Bloser's Six Traits of Writing. In order to improve mathematic instruction, several teachers attended the district's Working with the Standards for Mathematical Practice Grades One through Five.

Reflecting on the 2015 ACCESS scores, the speaking scores were significantly lower in comparison to the domains of listening, reading, and writing. Therefore, the focus of the school was to increase academic discourse within the classrooms using best practices including sentence frames, graphic organizers, TPTs, word banks, etc. Monthly faculty meetings gave 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 all strategies during classroom instruction, as evidenced by lesson plans, student work samples, and principal walk-throughs. As a result of this instruction, 70% of our students scored in the typical or ambitious growth category. An additional focus was to decrease the amount of chronically tardy and absent students. It resulted in 25.8% of our student being absent 10 or more days, a decrease from 29.4 in 2014. Methodology included tips and strategies from the Attendanceworks.org website. Since research identifies poor attendance as a hindrance to academic learning, the school worked to increase parental awareness of the effects of poor attendance as a way of increasing the student's academic performance.

In the 2016-2017 school year, the staff will have the opportunity to participate in book talk to focus on improving the connection between reading and writing.

Tracy 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", our attendance motto "When do we go to school? All day. Every day. And be on time! Because 8 o'clock is late o'clock at Tracy School!", and the Pledge of Allegiance. All children are celebrated with birthday bags and brag tags to acknowledge 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 classroom weekly parent newsletters as well as the Spanish-speaking school liaison

Students are given additional opportunities for learning through extended learning times Math (October – May) and ELA (January-May) 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 four 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. All teachers have a scheduled night back to give 45 minutes of additional support based on classroom performance.

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 inspire 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

Tracy Elementary School
2016-2017 School Improvement Plan

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 MTELEs.

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 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.

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.”

The staff has been working diligently to implement new curriculum. In a recent survey, all staff were asked about reading, math, and student participation practices. It should be noted that intervention staff who did not teach certain subject answered negatively since they do not use the practices in the question. The results showed 84% of the staff build content knowledge through content-rich non-fiction. They mostly believe (91%) that the daily instruction in academic vocabulary supports the students’ understanding. This is achieved by providing structured opportunities for students to have conversations based on texts that they have read (70% at 3 times per week), providing opportunities for students to engage with complex grade-level texts (70% daily or almost daily), and having students adapt their language to a variety of contexts and communicative tasks (70% at least 3 times per week). Most teachers build students’ use of mathematical language when presenting their ideas (69% at least 3 times per week) as they work to provide opportunities for students to apply mathematics to everyday problems. The teachers (61%) have worked to incorporate the Standards for Mathematical practice into their lessons. Certain aspects of student learning environments are imbedded in most classrooms including use of open-ended problems or tasks, cooperative work on challenging problems, cross-curricular learning, and connecting relevant learning to previous experiences.

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 2016 results, female CPI is higher than the male, even with a larger male population.

The breakdown of score are:

Tracy Elementary School
2016-2017 School Improvement Plan

Grade 3

- Average CPI for ELA = 70.6
- Average CPI for Math = 81.4

Grade 4

- Average CPI for ELA = 62.5
- Average ELA student growth percentage= 35.0%
- Average CPI for Math = 73.9
- Average Math student growth percentage= 40.0%

Grade 5

- Average CPI for ELA = 82.9
- Average ELA student growth percentage= 63.5%
- Average CPI for Math = 77.5
- Average Math student growth percentage= 56.0%
- Average CPI for Science = 69.2

Our 2016 ELA CPI shows a decline of 6.0 points, at 71.5. The student growth percentile for the school dropped by 0.5, with a net of 52, which is still considered on target.

The math CPI remained relatively consistent from the 2015 data to the 2016 MCAS data. The CPI is 77.8, with a drop of 0.3.

The science CPI declined by 6.6 points. The CPI decreased from 75.5 in 2015, to 68.9 in 2016. It is significant to note that the fifth grade teacher began the implementation of the district created science program.

The student growth percentile (SGP) in ELA for all subgroups is at or near the 52nd percentile. The student growth percentile for the All Students group (n=220) is 52%. The Former ELL group (n=33) has a SGP of 64%, and current ELL group (n=70) has a SGP of 51.5%. Economically disadvantaged (n= 146) has a SGP of 43%. The male SGP (n=120) is 44.5% and the female (n=100) is 55.0%.

The student growth percentile (SGP) in Math for all subgroups is at or near the 50th percentile. The student growth percentile for the All Students group (n=221) is 49%. The Former ELL group (n=32) has a SGP of 50%, and current ELL group (n=72) has a SGP of 50.0%. Economically disadvantaged (n= 146) has a SGP of 45%. The male SGP (n=120) is 50.5% and the female (n=101) is 46.0%.

In the DIBELS Next Oral Reading Fluency assessment for the end of the year, 75% 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 68.9 in the spring benchmarks. In second grade 79% made typical, moderate, or high growth. The CPI for DIBELS Next Oral Reading Fluency increased from 76.3 in the fall benchmarks to 78.2 in the spring benchmarks. In the DIBELS Next Oral Reading Fluency assessment for the end of the year, 73% made typical, moderate, or high growth. The CPI for DIBELS Next Oral Reading Fluency increased from 75.6 in the fall benchmarks to 80.1 in the spring benchmarks.

In the 2016 ACCESS testing, the data illustrates the growth achieved in academic discourse, which was a focus area in the previous year. The current focus area will be to increase the use of key usages for each of the four domains. These efforts will provide the basis for increased scores in reading, writing, speaking, and listening.

Tracy Elementary School

2016-2017 School Improvement Plan

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 2								
School Percentile: 28								
Cumulative PPI (all students) 58								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	70.5	80.2	77.5	-2.7	Declined	71.5	-6.0	Declined
SGP	48	70	52.5	-18	On Target	52	-0.5	On Target
% Advanced	4.0	4.7	3.3	-1.4	Not meeting target	1.4	-1.9	Not meeting target
% Warning	12.1	8.4	11.7	3.3	Not meeting target	15.4	3.7	Not meeting target
<u>Math</u>								
CPI	75.9	79.9	78.1	-1.8	No Change	77.8	-0.3	No Change
SGP	49	65	44	-21	Below Target	49	5.0	Below Target
% Advanced	11.4	16.9	18.3	1.4	Not meeting target	16.2	-2.1	Not meeting target
% Warning	12.6	9.0	11.1	2.1	Not meeting target	14.4	3.3	Not meeting target
<u>Science</u>								
CPI	73.0	66.5	75.5	9.0	Above Target	68.9	-6.6	Declined
% Advanced	14.0	4.8	7.4	2.6	Met Target	8.2	1.2	Met Target
% Warning	12.0	12.9	7.4	-5.5	Met Target	14.8	7.4	Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			39	60	Not meeting target	71	60	Met Target

Historical Accountability Data

2012	Level 2	School Percentile:	36 th %ile	Annual PPI = 60	Cumulative PPI = 70
2013	Level 2	School Percentile:	27 th %ile	Annual PPI = 60	Cumulative PPI = 63
2014	Level 2	School Percentile:	34 th %ile	Annual PPI = 80	Cumulative PPI = 67
2015	Level 2	School Percentile:	29 th %ile	Annual PPI = 60	Cumulative PPI = 66
2016	Level 2	School Percentile:	28 th %ile	Annual PPI = 40	Cumulative PPI = 58

Tracy Elementary School
2016-2017 School Improvement Plan

Early Literacy Results

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	4 (4%)	8 (8%)	High	18 (19%)	217 (17%)
Average	25 (27%)	30 (32%)	Moderate	28 (30%)	316 (25%)
Low Average	21 (22%)	17 (18%)	Typical	24 (26%)	393 (31%)
Below Average	14 (15%)	17 (18%)	Low/Declined	24 (26%)	325 (26%)
Well Below Average	30 (32%)	22 (23%)			
CPI	63.0	68.9	Total	94	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	12 (13%)	21 (22%)	High	19 (20%)	269 (19%)
Average	39 (42%)	34 (37%)	Moderate	27 (29%)	375 (27%)
Low Average	13 (14%)	9 (10%)	Typical	28 (30%)	426 (30%)
Below Average	12 (13%)	15 (16%)	Low/Declined	19 (20%)	331 (24%)
Well Below Average	17 (18%)	14 (15%)			
CPI	76.3	78.2	Total	93	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	15 (16%)	26 (29%)	High	25 (28%)	179 (15%)
Average	31 (35%)	30 (34%)	Moderate	25 (28%)	283 (23%)
Low Average	15 (17%)	9 (10%)	Typical	23 (26%)	389 (32%)
Below Average	12 (13%)	10 (11%)	Low/Declined	16 (18%)	363 (30%)
Well Below Average	16 (18%)	14 (16%)			
CPI	75.6	80.1	Total	89	1,214

Tracy Elementary School
2016-2017 School Improvement Plan

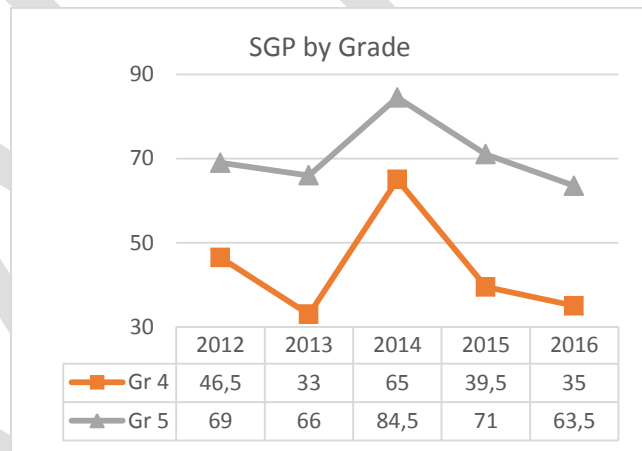
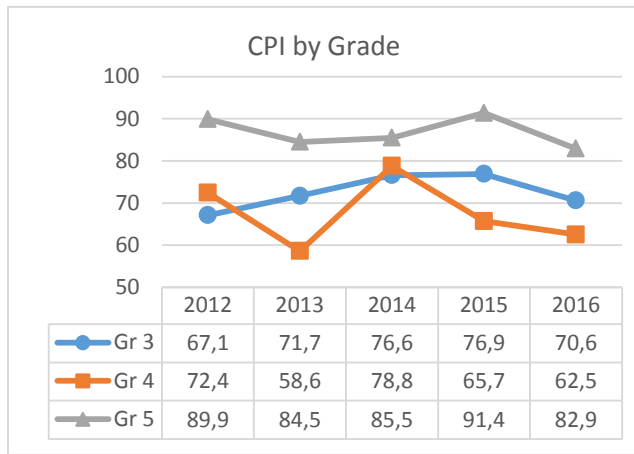
ENGLISH LANGUAGE ARTS

Multi -Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	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
School 2016	220	1	37	46	15	71.5	52
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	220	1	37	46	15	71.5	52
Students with Disabilities	13	0	8	38	54	36.5	38
ELL	70	0	24	53	23	62.5	51.5
Former ELL	33	3	42	39	15	76.5	64
Economically Disadvantaged	146	2	39	41	18	70.5	43
Male	120	2	35	43	20	68.3	44.5
Female	100	1	40	49	10	75.0	55

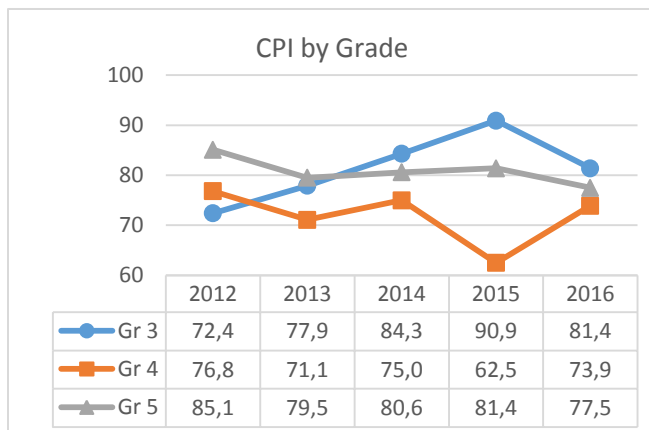
Tracy Elementary School
2016-2017 School Improvement Plan

MATHEMATICS

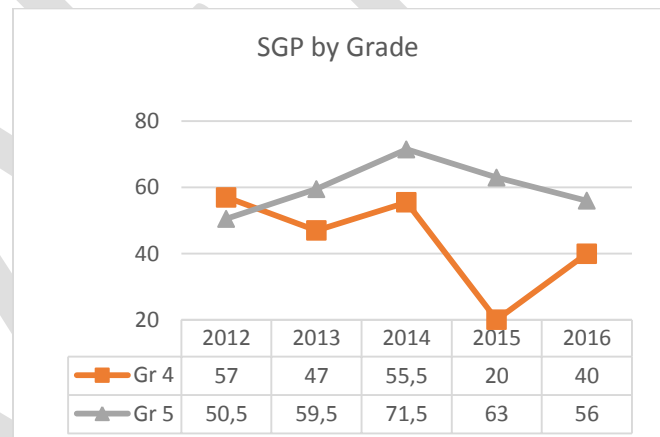
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	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
School 2016	221	16	39	30	14	77.8	49
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	221	16	39	30	14	77.8	49
Students with Disabilities	13	8	23	31	38	55.8	38
ELL	72	13	32	35	21	71.9	50
Former ELL	32	13	38	38	13	75.0	50
Economically Disadvantaged	146	14	39	31	16	75.3	45
Male	120	16	38	31	16	77.5	50.5
Female	101	17	41	30	13	78.5	46

Tracy Elementary School
2016-2017 School Improvement Plan

SCIENCE/TECHNOLOGY & ENGINEERING

Multi-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	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
School 2016	60	8	22	55	15	69.2
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	60	8	22	55	15	69.2
Students with Disabilities	4					
ELL	9					
Former ELL	18	11	6	78	6	68.1
Economically Disadvantaged	41	10	24	51	15	69.5
Male	34	12	21	53	15	70.6
Female	26	4	23	58	15	67.3

Tracy Elementary School
2016-2017 School Improvement Plan

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	7	6%	9	6%	15	9%
Emerging	16	13%	26	19%	22	13%
Developing	58	46%	64	46%	41	24%
Expanding	27	22%	31	22%	45	26%
Bridging	14	11%	7	5%	40	24%
Reaching	3	2%	2	1%	7	4%
Total	125		139		170	

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%
2016	84	60%	15	11%	40	29%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	1 (4%)	14 (54%)	10 (38%)		1 (4%)	
Emerging		3 (9%)	22 (65%)	7 (21%)	2 (6%)	
Developing		1 (2%)	7 (12%)	28 (47%)	22 (37%)	2 (3%)
Expanding				10 (33%)	15 (50%)	5 (17%)
Bridging						
Total (150)	1	18	39	45	40	7

Tracy Elementary School
2016-2017 School Improvement Plan

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

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths: The strength is consistent and aligned use of the district calendar for grades 1 and 2 and curriculum mapping for grades 3 - 5.

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 at home.
- Use of GoMath ThinkCentral student website as a resource in school and at 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.
- Extended Learning Time after school program 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.
- Use of MyNGConnect and Zaner Bloser 6 Traits of Writing website as a resource in school and at home
- 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.
- Extended Learning Time after school program for students whose achievement data indicates a need for remedial instruction.
- Targeted, small group instruction.

Science:

- National Geographic Learning: Exploring Science, grades 1-2.
- District created science program, grades 3-5.
- Associated SmartBoard lessons for all topics.
- District common assessments to monitor student growth.
- Teacher use of Science A-Z website
- ETA Science Kits for hands-on experimentation

Areas of Need: Consistency across the grade levels of implementation of instructional practices.

- Vertical alignment of mathematics vocabulary and science.
- Horizontal alignment of lesson pacing and administering assessments.
- Implementing the backwards design for learning by basing lessons upon the tested standards.
- All assessments will be commonly utilized as both formative and summative as determined by grade level cohorts.
- Consistent identification of common assessments.
- Consistent weight of assessments.
- Instructional non-negotiables identified by grade levels.
- Increased use of manipulatives for concrete examples.
- Conforming to district mandated instructional minutes for all content areas.

Tracy Elementary School
2016-2017 School Improvement Plan

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 periodic basis.
- Identification of content and language objectives
- Building background knowledge
- 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
- Weekly cohort professional learning communities.

Areas of Need: Increase instructional strategies for language domains of Speaking, Writing, Reading, and Listening.

- Implementation of WIDA's key usages.
- 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 professional learning communities with classroom teachers.
- "Four Square" grouping model used to adjust small group intervention and instruction
- Bi-Monthly student study team meetings

Areas of need: Use of TestWiz and school based Excel data spreadsheet to analyze data in all subjects.

- School-based professional development for TestWiz.
- Use of data graphs to drive parental involvement.
- Use of TestWiz data to drive student invitations to Extended Learning Time programs in grades 3 – 5.
- Analyzing a range of assessment results to drive tier 2 instruction using the UDL model.

Tracy Elementary School
2016-2017 School Improvement Plan

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 all areas of curriculum. <ul style="list-style-type: none"> • High retention rate of staff. • Monthly faculty meetings reflecting upon SWiRL techniques. • Math and ELL district coaches to provide classroom supports. • Selected staff are members of the city-wide UDL Technology Team. • School based professional development days twice a school year. • High enrollment in district offered professional development programs.
Areas of need: Professional development across the curriculum. <ul style="list-style-type: none"> • District professional development of National Geographic’s REACH reading program. • District professional development for <i>Six Traits Strategies for Writers</i>. • District professional development for mathematics strategies and standards.
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. <ul style="list-style-type: none"> • Weekly professional learning communities with classroom teachers. • 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. • Building Leadership Team open to all staff to participate. • Implementation specialist for REACH for Reading program.
Areas of need: Continued focus on collaborating to align instruction in all grade levels to increase student academic standing <ul style="list-style-type: none"> • Utilizing of REACH reading program and Go Math program to lead small group instruction for targeted interventions. • Designate a spokesperson for each cohort to ensure consistent delivery of messages. • Organize and utilize materials available within a classroom/cohort. • Designate a subject area of expertise for each teacher within a grade level cohort and create lessons to be shared. • Establishment of an agenda for professional learning communities.

Tracy Elementary School
2016-2017 School Improvement Plan

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 individual 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, Extended Learning Time, Homework Help, etc.
- Student enrichment programs, such as Robotics 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.
- Increased use of classroom scheduled computer lab time to familiarize students with technology.

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 with 1 full time and 1 part time therapist.
- Full 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.
- Campfire after school program is available for students who attend the school.
- Pingree School community service arts and crafts project annually for all grades.
- Scholastic Book Fair

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

- Provide opportunities for school and parent interaction with a goal to improve parenting skills.
- Weekly classroom newsletters to parents.
- Translation of report cards in all languages.
- Social worker and parent liaison parenting class for normative expectations in a formal education.

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and

Tracy Elementary School
2016-2017 School Improvement Plan

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.
- Parent center and school based social worker.
- Parent volunteers for school council, library, and classroom help.
- JROTC during parent open houses to help with translation.
- Lynn Community Behavioral Health.
- Established PTO.
- Strong parental involvement during field day activities.
- High parent turnout for Open Houses.

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

- Stronger PTO.
- 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.

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: All staff works in the best interest of the students

- All staff has a clear understanding of the expectations of the school.
- Ability to share concerns and provide vertical, historical documentation.
- High visibility of all staff.
- Low turnover of staff.

Areas of need: Increased collegiality among all staff

- Consistent delivery of high expectations.
- Team building activities to consolidate efforts for congeniality.
- Increased leadership opportunities among staff.
- Increased responsibility on use of required technology such as TestWiz, ThinkCentral, and MyNGConnect.

Tracy Elementary School
2016-2017 School Improvement Plan

Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: ESL instruction needs to incorporate Key Usages as defined by WIDA in all domains: SWiRL.

Alignment to District Priority(s): Standards based instruction and data informed decision making.

Priority 1

To design lessons that incorporate the can-do indicators with key usages for ESL students levels 1-6.

**Strategies/
Actions**

During the September 2016 staff meetings:

- Teachers receive a copy of the ACCESS results for students in their classrooms. Staff will use the information to complete the Can-Do Descriptor chart for students.
- Teacher receive a copy of the Key-Usages for their grade levels. They are asked to review the Key-Usages and identify areas that align with content instruction.

During the October staff meeting:

- Teachers review the Can-Do Indicators- Key Usages
 - Key Usages
 - Discussion
 - Argue
 - Recount
 - Explain
 - Reflections in Lesson Plans

During the November Staff Development Day:

- Watch the webinar on key usages available at https://www.wida.us/standards/CAN_DOs/

During the remainder of the staff meetings, a focus on the instructional strategies to increase student achievement will be addressed. Strategies include:

- Four square vocabulary
- Graphic organizers
- Sentence frames
- Close reading strategies
- Interpreting information from charts and graphs
- Using context clues and pictures
- Use of the scientific method
- Labeling
- Retelling
- Making predictions
- compare/contrast
- Sequencing and transitioning
- Finding details to support main ideas

**Expected
Outcome(s)**

Students will have increased language acquisition as demonstrated in content mastery.
Scaffolding from grade to grade/ content to content
Self-application of strategies

**Timeline
for Actions**

September 2016 – June 2017

Tracy Elementary School
2016-2017 School Improvement Plan

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Establish a climate that supports safe and supportive learning for all students.

Alignment to District Priority(s): Address the social, emotional, health, and behavioral needs of all students.

Priority 2 Provide opportunities for school and parent interaction.

Strategies/Actions

- Increase parental awareness of the need for notes to document student absences
- Parenting groups with the social worker and other members of the staff
- Increase understanding of the role of the PTO and how parents can become involved in the school
- Translating for parent/teacher conferences
- Grade level family activities such as Math Night, Science Fair, International Night
- Grade level monthly newsletters

Expected Outcome(s) Improvement of school/parent communication through multiple medias.

Timeline for Actions September 2016 – June 2017

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Tracy Elementary School
2016-2017 School Improvement Plan

Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection:

Tracy Elementary School
2016-2017 School Improvement Plan

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